DOCUMENT RESUME

ED 293 091 CS 009 091

AUTHOR	Kunkle, Virginia L.; Eberhart, Nancy A.
TITLE	Teaching Early Reading.
INSTITUTION	Ohio State Dept. of Education, Columbus.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	76
NOTE	154p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Beginning Reading; Classroom Environment; Corrective Reading; Inservice Education; Instructional Materials; Kindergarten; *Prereading Experience; Primary Education; Reading Games; *Reading Instruction; Reading Material Selection; *Reading Readiness; Skill Development; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Word Lists; Word Recognition
IDENTIFIERS	Word Games

ABSTRACT

Focused on embracing individual children in language/reading experiences through instructional guidance combined with acceptance and understanding, this teaching guide for beginning reading provides teaching-learning activities which are organized for easy reference. The first section presents a self-corrective pretest for teachers, with an information check included at the end of the manual. After a discussion on the concept of reading readiness, several instructional activities are introduced which focus on reading readiness development, including the components of visual perception, auditory discrimination, visual memory/recall, and body movement. The next section--"Know and Appreciate the Child"--suggests activities for developing a positive learning climate, and is followed by a discussion on the objectives of kindergarten. Skills for beginning readers are considered in the sixth section, with subsections on word recognition (context analysis, sight vocabulary, phonic and structural analysis) and comprehension (locating, recalling, and organizing information, and prediction). A section on corrective reading examines the characteristics of a corrective program and the responsibilities of the teacher. Skill activities for the uses of reading--critical, creative and recreational--are presented in the seventh section. Finally, an instructional guide is provided for the inservice training of beginning reading teachers, emphasizing the activities and materials presented in this manual. A glossary of key terms, an outline of the sequence of a reading lesson, word lists, a guide to selecting print materials, and 68 references are appended. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

STATE BOARD OF EDUCATION

William H. Cossler, President	Youngstown
Everett L. Jung, M.D., Vice-President	Hamilton
Martha B. Agler	Columbus
William M. Baker	Madison
Wallace E. Blake	Zanesville
Walter A. Burks, Jr.	Cleveland
Thaddeus Garrett, Jr.	Akron
Susan D. George	Canton
Robert W. Grosser	Strongsville
Daniel Jankowski	Maple Heights
William M. Judd	Cincinnati
Robert A. Lyons, Sr.	Dayton
Roy D. McKinley	Coshocton
John R. Meckstroth	Cincinnati
Ward M. Miller	Portsmouth
David R. Rittenhouse	Toledo
Anthony Russo	Mayfield Heights
Ruth S. Schildhouse	Columbus
Wayne E. Shaffer	Bryan
Cecil M. Sims	Piqua
Robert W. Walker	Adena
Robert E. Williams	Xenia
Martha W. Wise	Elyria

Martin W. Essex
Superintendent of Public Instruction

Franklin B. Walter
Deputy Superintendent of Public Instruction

Prepared by:

Virginia L. Kunkle, Director
Division of Educational Redesign and Renewal

Nancy A. Eberhart
Assistant Director

Foreword

The magic of school is well understood by the eager, young children who enter for the first time. Their primary conception is that it is the place to learn to read. With remarkable realism, these youngsters know that being able to read makes a person special and that the mysterious print inside of books tells important and wonderful things.

This simplistic belief of children has a close correspondence with the recognized value of the art and skill of lifetime reading. The ability to read is, indeed, closely allied to feelings of personal worth. As a means of learning, reading reaches into the vast knowledge bank which has stockpiled throughout the centuries. Then, too, in today's print-oriented society, economic sufficiency is dependent to a great measure upon this critical skill. The children are right. The possession and active use of reading competencies bring about personal rewards.

Of all the teachers engaged in education, few have a more fascinating and responsible role than those who bring young children and books together. Teaching and learning reading are the gemstones of education. The mastery of this teaching brings together all of the aspects of language while humanizing, personalizing and individualizing the instruction.

It is a foremost goal that all of Ohio's early readers will experience success in their encounter with the printed page. To read is their dream and right. To guide successfully the reading process is the supreme skill contribution of early elementary educators. Hopefully, "Teaching Early Reading" will contribute significantly to these attainments.

Martin W. Essex

Martin W. Essex
Superintendent of Public Instruction

Acknowledgments

The staff of the Division of Educational Redesign and Renewal express genuine appreciation to the members of the teacher reaction panel for their critique of the draft edition in terms of content, format and practicality.

Shirley Allbright
Hannan Trace Elementary
Rt. #1
Crown City, Ohio 45623

Diane Blake
Powell Elementary
North Baltimore, Ohio 45872

Sylvia Caporale
Fairview Heights Elementary
Victory & Alta Streets
Marietta, Ohio 45750

Judith A. Carl
Madge Youtz Elementary
1901 Midway Avenue, NE
Canton, Ohio 44705

Lynda Cubbage
Goshen Lane Elementary
370 Goshen Lane
Gahanna, Ohio 43230

Margaret Denny
West Elementary
680 W. Hunter Street
Logan, Ohio 43138

June Marable
Wright State University
Colonel Glenn Highway
Dayton, Ohio 45431

Isabel Miller
The Ohio State University
1945 North High Street
Columbus, Ohio 43210

Ruth Rosene
Hambden Elementary
13871 G.A.R. Highway
Chardon, Ohio 44024

Elizabeth Scott
Mark Street Elementary
412 E. Mark Street
Marion, Ohio 43302

Carole Sebest
St. Nicholas Elementary
762 Fifth Street
Struthers, Ohio 44471

Norma L. Spencer
The University of Akron
302 E. Buchtel Avenue
Akron, Ohio 44325

Ruth Stevens
Robert Lechner Elementary
265 Baker Street
Berea, Ohio 44017

Sister Carole Suhar, O.S.U.
St. Nicholas Elementary
762 Fifth Street
Struthers, Ohio 44471

Betty Taylor
Wyoming Hilltop Elementary
425 Oliver Road
Wyoming, Ohio 45215

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Contents

Self-Corrective Pretest vi

What is Reading Readiness? 1

Reading Readiness Development 5

- VISUAL PERCEPTION 6
- AUDITORY DISCRIMINATION 17
- LANGUAGE DEVELOPMENT 21
- VISUAL MEMORY / RECALL 27
- SEQUENCE 32
- BODY MOVEMENT 34
  - GROSS MOTOR COORDINATION 35
  - FINE MUSCULAR COORDINATION 40

Know and Appreciate the Child 43

What is Kindergarten? 51

Skills for Early Readers 55

- WORD RECOGNITION 55
  - I CONTEXT ANALYSIS 61
  - II SIGHT VOCABULARY 67
  - III PHONIC ANALYSIS 76
  - IV STRUCTURAL ANALYSIS 81
- COMPREHENSION 84
  - I LOCATING INFORMATION 87
  - II RECALLING INFORMATION 88
  - III ORGANIZING INFORMATION 90
  - IV PREDICTING 91

Corrective Reading 93

Uses of Reading 101

- I. CRITICAL AND CREATIVE READING 101
- II. RECREATIONAL READING 105

Pretest Information Check 109

Teacher Leader Guide 111

Appendix 119

- GLOSSARY 119
- SEQUENCE OF A READING LESSON 121
- WORD LISTS 127
- HOW TO SELECT PRINT MATERIALS 133

Bibliography 137

Introduction

TEACHING EARLY READING is an inservice resource which has been prepared for the independent use of teachers or by a teacher leader working with a group of colleagues. As with all effective inservice education, the purpose is that the publication will serve as a means for securing gains in learning for children.

The content deals with instructional processes. It is not referenced to particular systems of print materials. Rather, the spectrum of teaching-learning principles may be incorporated with any of the various reading programs used in schools. The publication is intended to reinforce good teaching and encourage creativity.

The approach to teaching and learning to read is imbedded in a correlated, total language experience. As children use language to think, speak and write, it is only natural that reading is language use, as well.

The publication includes concisely stated instructional concepts and many suggested teaching-learning activities which are compacted for ready reference. **TEACHING EARLY READING** opens with a self-starting beginning. The **Self-Corrective Pretest,** intended for private, individual use, enables the reader to determine which sections correspond to an individual interest or instructional need. The material is organized for quick retrieval of information regarding reading readiness, child understanding, kindergarten education, word recognition and comprehension skills, and the sequence of a reading lesson.

To facilitate the use of the resource for group study, a teacher guide is included. In the hard bound copies, cassettes of taped overviews of the content are provided, as well.

The focus of **TEACHING EARLY READING** is to embrace individual children in language/reading experiences with instructional guidance and the warmth of acceptance and understanding. Given these support values, children will read and enjoy acquiring essential communication skills.

Self-Corrective Pretest

These questions are for the personal use of individual teachers. Giving thought to the answers will aid in the review of knowledge along with the identification of areas of interest. As in planning for instruction, purposes for a given activity will also be established.

1. What are the seven major components of reading readiness development?
2. List five areas which comprise planning for visual perception activities.
3. In what ways are children taught to distinguish sounds?
4. What are the related components of language?
5. Describe readiness activities which will initiate recall.
6. What are the characteristics of activities nurturing growth in the comprehension of sequence?
7. How does motor coordination benefit learning to read?
8. Characterize the five-year old with regard to visual mechanism, muscle development, attention span and language development.
9. In a phrase, describe kindergarten at its best.
10. How is word recognition skill most meaningfully developed?
11. List the values of the teacher's reading to children.
12. What are six classifications of context clues?
13. Give some general characteristics of those words which comprise a sight vocabulary list.
14. List seven different types of reinforcement activities which give additional practice with sight words.
15. For the beginning reader, what is the most important aspect of phonic analysis?
16. What are the three stages or levels of learning of inductive phonics instruction?
17. What skills are required for the meaningful use of structural analysis?
18. Describe the focus of comprehension skills.
19. List five characteristics of corrective instruction.
20. What types of responses do problem-solving activities elicit from children?

What is Reading Readiness?

Objective:

To renew and bring into focus the meaning and teaching/learning implications of reading readiness.

Instructional Concept:

Words appear in the mainstream of popular usage and through global or overuse their meanings tend to become dimmed. Like beliefs, they move into the realm of the routine or the surface state of being taken for granted. Frequently, a professional word becomes a catchall term losing the vital impact it once had. The term "reading readiness" has been much used and featured in reading manuals and other professional literature. However, from time to time, it is good to rethink the full meaning of readiness as it relates to child development, to the complexities of learning to read, and most certainly to the realism of teaching individual children.

What is readiness? Dictionary synonyms define it clearly as **a state of being prepared, maturity, ease** and **eagerness**. Let us apply these terms to children and to teaching reading. Have children **been prepared** in the use and understanding of language through a wide variety of meaningful experiences? Is there evidence of social, emotional and physical **maturity**? Is there an **ease** in the use of language? And is there the **eagerness** and desire to find out what words in print say?

The teacher considers and applies the understandings of readiness when planning for language/reading learning activities for children.

Reading readiness does not surface at the time of the sixth birthday or coincide with the young child's coming into a school situation. Rather, reading readiness comes into being as a result of physical, social, emotional, and cognitive growth.

Reading readiness is a cultivated trait. It neither just happens nor can it be forced to come into being. In spite of the new vogue of talking to plants, flowers just don't grow by telling them to. Child development, like plant growth, requires nurturing.

Reading readiness is necessary before formal reading can be taught. In an analogous way, the child cannot skip across the playground before he has moved through the stages of creeping, toddling and walking.

Reading readiness experiences are structured upon the relationships between learning to talk and learning to read. The development of spoken language serves as a guideline for the development in reading the printed word. This close correlation is a general principle as well as an index for growth in reading for individual children.

Reading readiness involves all aspects of human development: cognitive, physical, social and emotional growth. It is recognized that not all four growth factors mature evenly or at the same time. Strength in one characteristic does not result in full readiness nor does it counteract slow growth in the others. For example, the tall, healthy, potentially keen child may be walled off by lack of social development, being uncommunicative, shy, and afraid to try because of lack of self-esteem.

Reading readiness is structured on the principle of individual differences. Each child is rightfully an unique being. The differences within the individual child and among children are recognized as falling into two classifications: those differences which evidence language/reading success and those which indicate slow and halting progress. Through use of a diagnostic/prescriptive approach, the child moves into formal reading at his own rate.

Reading readiness, like readiness for all learning, comes about through multisensory experiences. Learning experiences which provide for seeing, hearing, tasting, smelling, and body movement build language/reading understanding and use.

Reading readiness provides experiences for children to think verbally. Thinking skills develop when children are given the opportunities to solve problems, perceive relationships, classify and extend concepts and understandings.

Reading readiness develops sequentially in an ongoing spiral. It begins in the home and is emphasized in kindergarten and during beginning reading experiences. It is recognized, however, that the need for reading readiness continues throughout schooling as the student meets advanced skills and content.

Reading readiness is a total learning experience as compared to the immediate demand to focus upon isolated vowel and consonant names and sounds.

Reading readiness, as expressed in the measurement of child development, indicates that the child is ready for instructional reading when a mental age of six is evidenced. As with reading at any age, this is dependent upon the reading material to be used. In class situations where little individualization can be or is the instructional procedure, mental ages of above six are recommended as the indicator for formal reading.

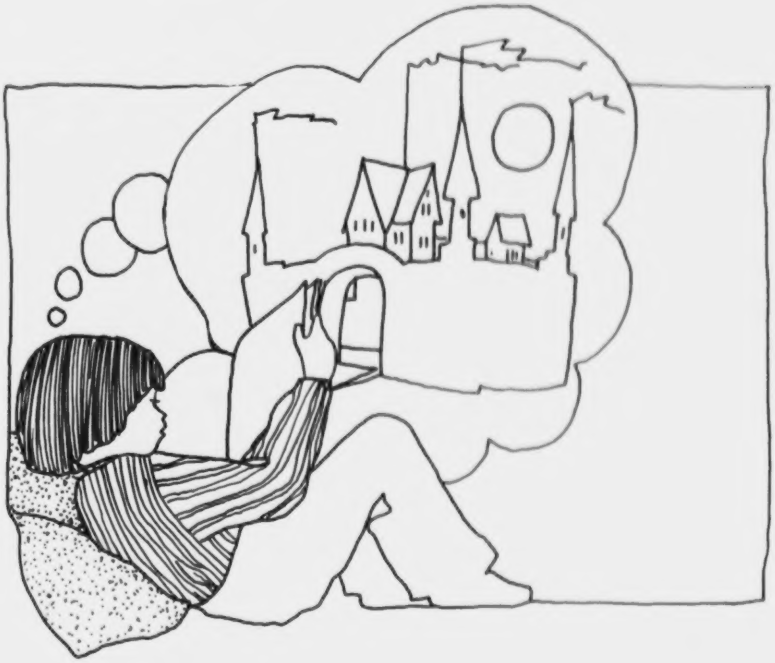
Suggested Teaching Application

1. School begins with the teacher's getting to know the individual child and his parents. Conferences with parents, observation, and conversation with the child supply valuable information for planning direction. A developmental profile may be plotted showing learning rate, social, emotional and language development along with physical well-being.
2. Learning activities are provided which reflect the evaluation of preschool learning in order that time is not lost in repeating what the child already knows.
3. Diagnosis based upon a collection of valid information serves as the guideline for planning varied learning experiences to improve identified weaknesses and extend strengths.
4. Language experiences are emphasized in providing the child opportunities to build vocabulary banks. Vocabulary meaning and use are constantly associated with school and field activities.
5. Children are encouraged to talk, talk, talk; and their ideas and expression are respected and accepted.
6. Reading to children is a cherished part of each school day, stimulating them to want to read, too, and letting them know that books talk through printed words.
7. Early reading experiences are built on the speech of children. (Labeling and experience stories)

8. Printing words with the paint brush, chalk, in sand or with crayons accompanies learning new words. Writing is the concrete, kinesthetic experience which goes along with learning to use and recognize a word. Writing readiness comes earlier than once believed.
9. Many learning options are offered so that each child may learn according to his own need or interest.
10. The classroom is arranged to become a real learning laboratory with a wide variety of materials.

Suggested Criterion Referenced Measurement

Given varied and language-rich learning experiences geared to individual differences, children acquire a readiness to read.



Reading Readiness Development

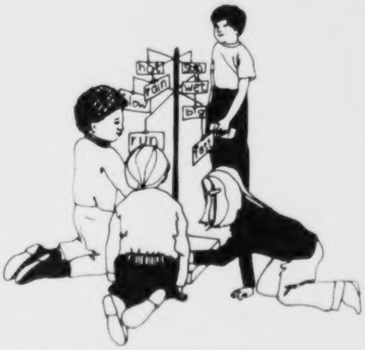
Objective:

To provide children with a wide range of readiness experiences tailored to nurture growth in diagnosed areas of weakness.

Instructional Concept:

There is no such thing as a standard child or a standard group of children. Children, rightfully, like all living things—leaves, trees, animals, adults, stars—have individual differences. These individual differences come to school and must be recognized by varying teaching procedures, learning activities, and materials. This is teaching/learning realism. All dimensions of schooling exist for children, meeting their innumerable differences.

Individual differences are recognized in providing learning activities which relate to reading readiness as well as in other instructional areas. It is not a pat matter of all children going through a readiness workbook on a time-table—ready or not. Rather, experiences are provided which present learning in amounts that can be assimilated by the individual child in varying lengths of time. The entire learning area, the school and community become the learning content as compared to lockstepping through readiness paperbacks.



Suggested Skill Development

This outline enumerates typical reading readiness strategies. The reader will want to expand each category with creative ideas. Teaching planning and methods deal with such readiness components as: **visual perception, auditory acuity, visual memory/recall, sequence, directionality, gross motor and eye-hand coordination, language use, and self-concept.**

Visual Perception

Instructional Concept:

The vision of young children develops from far to near vision. Hence, many children look beyond books. Their vision, also, refines from seeing the global configuration of objects to observing detail. Training in visual perception deals with seeing similarities and differences in form, size, color, detail and quantity.

During the learning activities, children are encouraged to talk freely, using the word concept which is involved. For instance, when the teacher prints label words to identify objects, the label becomes a part of verbal context rather than an isolated word.

There is always teacher awareness to repeat the concept in many varied, meaningful situations. Also, during abstract learning which follows, when learning breaks down, children are encouraged to return to using concrete materials for clarification and reinforcement.

Suggested Readiness Activities

1. Distinguishing Color

Children may:

- tell what color of clothing a particular child is wearing. Then they identify other objects in the room which are the same color.
- identify paper, poster paint, chalk and crayons of the color being discussed.
- classify beads, plastic spoons, fabric patches, straws or blocks by color.

- name objects (flowers, fruits) not in the immediate environment of the particular color.
- cut out pictures from magazines showing the particular color. These may be pasted on a chart entitled the color word.
- make their own color books of cut or painted pictures pasted under the color word the teacher has lettered on the page.
- be given four objects, all of the same color but one. They lift out the object which does not match.
- look at a large picture and find a part or parts of it of the particular color.
- play "Tick-Tack-Toe" with a large color wheel. ("Tick, Tack, Toe. Round I go. When I miss I stop at this.") When the wheel stops, name the color. When the children know the color words, they may be printed on a wheel. When the wheel stops, the child names the color and finds some object of that color.
- be asked to find an object on the display table of a particular color, name it and find other objects the same color.
- "run to," "skip to" label color words in the room.
- paint pictures on the easel to correspond to a color word the teacher has lettered on the page.

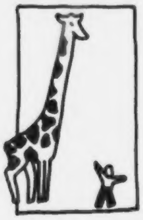
Suggested Criterion Referenced Measurement

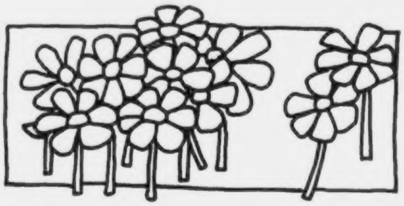
Given an assortment of beads, the children can put all beads of a designated color on a string.

2. Distinguishing Size

Children may:

- name someone in the room they think is big.
- identify a chair, table or other object which is big.
- locate trees on the playground which are big.
- follow a similar procedure with the words **little** and **middle-sized**.
- contrast big and little by assembling a big object with a little one and telling about each. In addition, the teacher gives directions: "Tom may sit on the big chair. Susan may play with the little ball. Archie may see and tell us what is in the big bag." The number and type of objects increases.
- build block houses, boats, airplanes to correspond with the words **big** and **little.** Block trains lend themselves well to the words **long** and **short**.
- after hearing the story of The Three Bears, select children to play the big, little and middle-sized bear.
- apply the Three Bear sizes to chairs, blocks, balls.
- learn that **large** and **big** have the same meaning by identifying and talking about objects.
- learn that **small** and **little** have the same meaning by identifying and talking about objects.
- use concrete objects to learn about other contrasting words such as **long—short, tall—short, many—few**.





- sort paper or cardboard shapes by size. Begin with big—little and increase to big—middle-sized—little. If children have problems, have them compare sizes by placing one on top of the other.

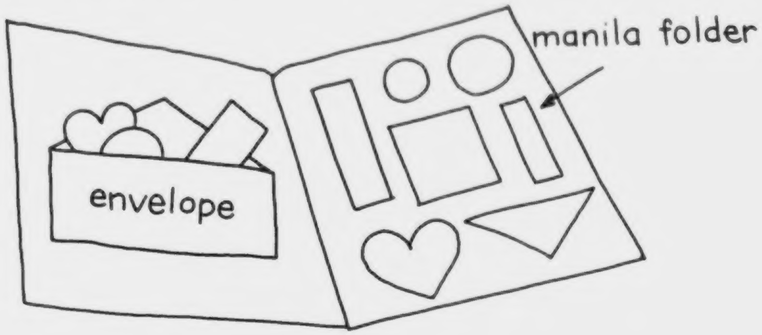
Suggested Criterion Referenced Measurement

Given an assortment of balls, children put big balls in one box and little ones in another.

3. **Distinguishing Form / Shape**

Children may:

- be asked to make a circle to play a game on the playground. The teacher tells them that a circle is round like a balloon or frisbee. When the children return to the learning area, they identify circle objects.
- blow bubbles.
- make circles in the air.
- trace around circle form.
- be given a square piece of paper and identify other familiar objects which are squares. They learn that a square has four sides.
- form a square for marching.
- trace around square forms made of cardboard or wood.
- be introduced to a triangle and a rectangle in a similar way.
- use rhythm band instruments which are triangles, circles (drums and tambourines), squares (sandblocks). Children play when the teacher or child says the name of the shape or holds up a flashcard showing the shape.
- paint large circles, squares and triangles on the easel or with water on the chalkboard.
- sort pieces of paper cut in circles, squares, rectangles and triangles. Begin with two shapes and increase to four.
- match shapes cut from colored paper with those shapes on a flannel board.
- play the matching game by taking the paper shapes out of the envelope and matching them with the ones pasted on the folder.



- classify objects by color, shape, material,(marbles, disks, metal washers, sponge cubes, felt, plastic or fabric shapes, toy animals.)

- have many opportunities to work with puzzles.

Suggested Criterion Referenced Measurement

Given an assortment of cardboard circles, squares and triangles, children can sort them by like kind and name them.

4. Distinguishing Detail

Children may:

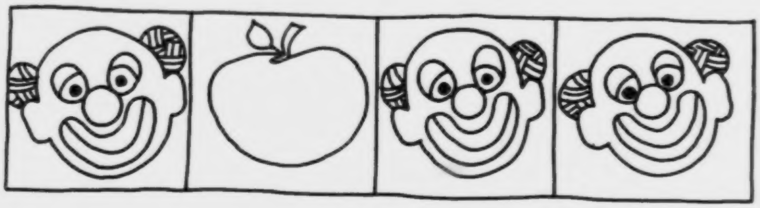
- play "Simon Says" or other games about the parts of the body. The teacher may follow by using a large jointed cardboard doll to talk about and name the parts of the body. In following discussions, an arm, leg, foot or hand may be folded under for the children to name the missing part. This procedure may be continued with other teacher-made cardboard objects such as a house or clown face.

- match picture and design cards which are like and tell what they are.

- pair pictures and design cards which are almost alike and tell what part, size or color makes them different.

- mark with a grease pencil or chalk one out of a series of pictures which is different. (These picture sets are made on long oak-tag strips folded into fourths and covered with plastic.)

  The picture strips may be made to distinguish color, size, and fine detail.



- paint a picture for others to guess the missing part.

- mark the missing part on teacher-made work sheets.

Suggested Criterion Referenced Measurement

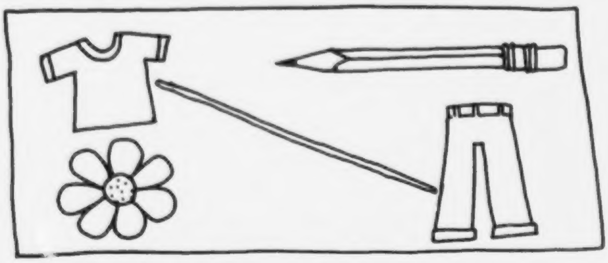
Given pictures of faces, people, animals, buildings, plants, children can identify and draw in the missing part.

5. Classification

Classifying involves the cognitive skills of discriminating and making a choice and is another of the many problem-solving experiences which children need and in which they find interest. Verbal/cognitive skills accompany classification as children pair or group concrete objects or thought images.

Children may:

- from an array of pictures on the flannel board, find all the animals, children, things that fly or swim, things to eat or wear, toys, things to ride in, things used in the house or found on a farm.
- string yarn to match things that go together on cardboard cards.



- make cardboard store fronts, churches, schools, and draw, cut and paste pictures of things which belong in each.
- match pictures or toy animals of mother and baby.
- gather pairs of things that go together and put them on the bulletin board or display table (shoes and stockings, comb and brush, hat and coat).
- draw or paint pictures of things to wear on a rainy day or a cold day.
- arrange doll furniture in the proper rooms in the doll house.

Suggested Criterion Referenced Measurement

Given a paper bag with an array of objects, the child puts them into two classifications and tells why the selected items are alike while the remaining ones are different.

6. Picture Reading

Children through picture reading are bringing many skills together; recognizing the reality of the page; identifying objects, animals and people with words; discriminating among sizes, colors and shapes; recognizing the difference between image and background; and beginning the comprehension which is to follow in reading the printed page by telling what the picture shows as happening.

Children may:

- listen, watch, talk about and replay flannel board stories.
- identify the characters (people or animals) in a large picture and tell a story of what may be happening.
- tell what is big, near and important in a picture and what is in the background.
- tell the story from the pictures in a wordless book.
- look at a filmstrip and retell or play the story.

Suggested Criterion Referenced Measurement

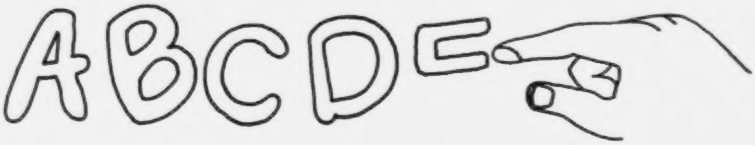
Given large cards on which pictures have been pasted, the individual child can identify and tell about the contents.

7. Learning About Letters of the Alphabet

The alphabet song becomes a hit tune as children listen to the recording and sing it frequently. After they have learned it first as just another song, the teacher displays a large, colorful alphabet. As the children sing the alphabet song, the teacher points to the letters. Later children take turns doing the same thing. Through the words of the song associated with the letter symbols, children learn to identify single letters and talk about their shapes, likenesses, and differences.

Children may:

- make a letter in the air and say its name.
- move their hands over large letters made from sandpaper or fabric which have been pasted on letter cards.
- make letters in the sand or fingerpaint.



- water paint the letter on the chalkboard.
- learn the difference between letter names and letter sounds.
- complete a sentence given by the teacher or other child who holds up the letter which gives the beginning sound of the needed word. "I bounced the b ________."

- find words on the page that begin with a letter card that the teacher holds up.

- look at a series of letters and mark the one which is different.

M	M	N	M
E	F	F	F
n	n	v	n
fl	tl	fl	fl
on	no	no	no

- The series can show letters which are grossly different (A A A O), somewhat similar (c e c c) or quite similar (d d d b).

- match upper and lower case letter cards of the same letter.

A	a	M	m

Suggested Criterion Referenced Measurement

Given alphabet blocks in random order, children can name individual letters.

8. Learning About Words

An awareness that the printed page is just talk written down comes about when the teacher, another adult or older children read to children. They learn, too, that books give information and bring enjoyment—the words talk and tell something. The desire to read is caught from those who thoroughly enjoy reading; it is not taught.

The teacher begins with read-aloud books which have large, colorful pictures and very little print on each page. As the stories, nursery rhymes and poems are read aloud, children will begin to identify words of particular interest. Aside from labeling in verbal contexts, word recognition is delayed until children begin by doing it on their own—which they do.

Children may:

- find a word in the book the teacher is reading which is a name, color, or place.

- find the word on the printed page when the teacher says "I'm thinking of a word that says ______________." Children may take turns thinking of a word for others to guess.

- learn to recognize their own names from large colorful name cards. These may be used to invite them to join the story circle or do some special task.

- may play games walking, skipping or hopping to word labels in the room.

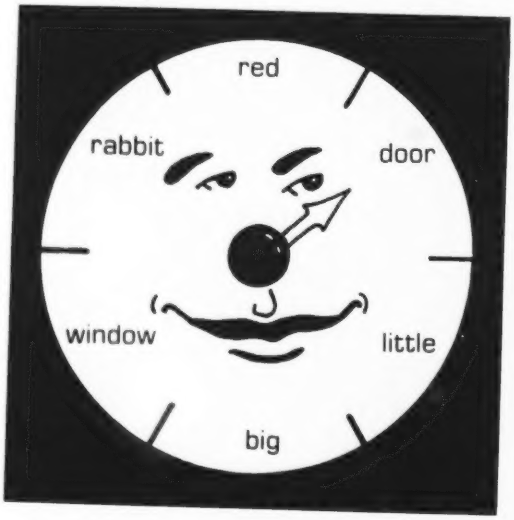
- model words in plastic clay.

- trace over words cut from sandpaper, saying the sounds.

- match word cards with pictures.

- play the fishing game. Familiar words are printed on slips of paper shaped like fish taped to paper clips. These are placed in a fish bowl. The child fishes with a fishing pole and string on which a magnet is attached. When a word is caught, the child uses it in conversation.

- stop the clock and read the words to which the hand points. These are known words which have been developed in language activities.



- find surprise words. A large box is filled with objects and pictures. Printed words corresponding to the objects and pictures are in the pocket chart. Each child closes his eyes and draws an object from the surprise box and then finds the word which matches it.

- help to make a table dictionary. When objects are brought from home or selected in the learning area, the teacher letters the name on cards which the children match with the objects.

- make a picture dictionary. The child cuts and pastes or paints pictures on the pages of a scrapbook. The teacher or an older child letters the names of the child's pictures.

- hunt for treasures. Label words and name cards are hidden around the room. These are treasures and the children see who can find the most word cards they can name and talk about.

Suggested Criterion Referenced Measurement

Given a shoebox with a number of word cards using the labels in the room, children can reach into the "magic box" for word cards and read them.

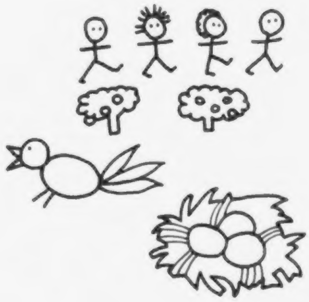
9. Learning Through Chart Stories

It is exciting to young and old alike to see their words in print. To young children, this also reinforces the understanding that words on the printed page say something and have meaning.

Following an interesting or happy experience, children tell about it in a cooperative story. As a child gives a sentence, the teacher prints it on the chalkboard. Guided by questions about what "we did next," children are helped to dictate the story in sequence. The children's own words are used. Sentences are kept short. Frequently, repetition is encouraged, particularly at the beginning of each sentence. After the story is completed, read and enjoyed, the teacher may print it on a chart. Pictures painted or drawn by the children are used to illustrate the chart stories.

Our Walk

We went for a walk.
We saw yellow bushes.
We saw a robin.
We saw the robin's nest.
It is spring.



Here again, children will recognize words. They may find the bird's name, where the robin lives, or what color the bushes are. Children may, also, match phrase cards with the story.

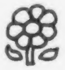
Along with telling about experiences, chart stories may be developed about the news, stories, songs, riddles and poems. There are, also, reference charts which summarize learning and can be used to assist recall. Some of these may be a color chart, rules for the playground and other areas of cooperative learning. Charts fulfill various needs all the way through the elementary school. For instance, in the upper elementary levels, charts can be developed to tell what makes a good story or report.

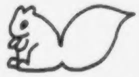
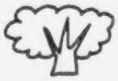
Suggested Criterion Referenced Measurement

Given a familiar cooperative story, the child can locate and read words, phrases and sentences.

10. Learning Through Making Individual Books

Each child may have an individual book made from large pages of newsprint. The child may draw or paint a picture and the teacher or older child letters what he wants to say about it. The child may write about himself or family. Children may read these books to each other.

Many children will want to write their own sentences. At first, the teacher may write the beginning of the sentence and the child may complete it with a picture. Example: I saw a pretty . As the child progresses, he will copy words and use pictures to fill in the context he cannot write. Children should be encouraged and taught how to do rebus writing.

I saw a  in a 

Suggested Criterion Referenced Measurement

Given the opportunity, the child will illustrate and write simple rebus stories.

11. Learning Through an Environment of Books

Each learning center should have a library center where children feel free to go to browse. The collection contains picture books, old favorites, books about real things, stories and poems. Children picture-read, find words they know, and learn to care for books like good friends.

Suggested Criterion Referenced Measurement

Given many opportunities to handle and browse through books, children will learn that books talk like people do.

12. **Learning Through Audiovisual Association**

A listening-book center is assembled with a recorder and head sets. The teacher tapes the reading of pre-primer stories. The children listen to the familiar voice of the teacher reading the pages while they follow the words in the pre-primers.

Suggested Criterion Referenced Measurement

Given the opportunity to directly associate the spoken word and the printed symbol, children will be able to read simple sentences.

Auditory Discrimination

Instructional Concept:

Not only do children need good eyes to read but good ears, as well. Children become accustomed to written language by listening to it. Auditory acuity is needed to distinguish among the sounds in the spoken text.

This ability evolves from first distinguishing among gross sounds to making fine distinctions of the sounds of words, parts of words and of letters. Auditory training begins by recognizing gross sounds in terms of intensity, pitch/tone and duration. From the ability to distinguish mass sounds, the child develops the hearing aptitude to differentiate sound detail.

Auditory learning experiences also assist in increasing attention span and reinforcing recall.

Suggested Readiness Activities

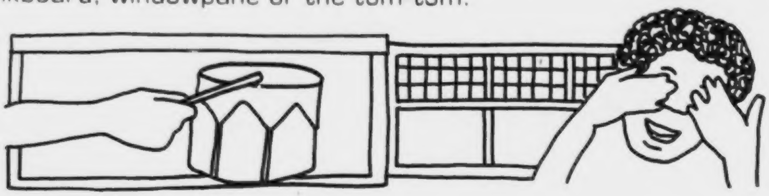
Children may:

- listen to a record or the ringing of a bell and clap their hands when the sound is loud. (intensity)
- listen to a story such as The Three Bears and stand up when they hear a character speaking in a soft voice. (intensity)
- listen to notes played on the piano or any other musical instrument and stand tall when the note is high and sit when the note is low. (pitch/tone) This may be repeated while listening to a recorded song.

- listen to a tape recording of a short sound or song and then a long prolonged sound or music. Talk about which sound was short and which was long. (duration) Children may hum or beat a drum to have others identify whether the sound was long or short.

- match sound patterns by clapping hands or stepping. The teacher plays single note patterns on the piano or taps them: short-long-long-short. (rhythm) Children may clap, walk, skip or dance the rhythm while listening to a recording.

- close their eyes and guess whether the teacher has tapped on the desk, chalkboard, windowpane or the tom-tom.



- listen with eyes closed and tell which rhythm and instrument are being played.

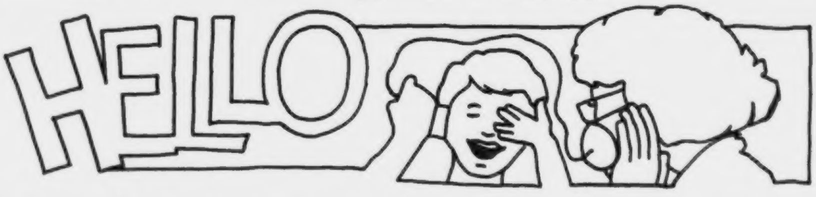
- all close their eyes. The teacher whispers to a child to say "hello" and the children guess whose voice it was.

- play the echo game when the class says "Who are you" and an unknown child calls back "Who are you" from a hidden place in the room. The children guess who the echo was.

- tape record the voices of the children, principal and teacher. The children guess who is speaking.

- try to find the little lost sheep. An identified child hides in the room and calls "baa-baa."

- play telephone. A child closes eyes and another child indicated by the teacher says "hello." The child guesses who called.



- imitate sounds of animals (quack-quack, moo-moo) or sounds of objects which have clear-cut consonant sounds such as a train, car horn or the wind. The sounds may be used in games to show loud-soft, high-low and short-long duration.

- listen and enjoy reciting nursery rhymes.
- use familiar nursery rhymes to start the game of rhyming words as **Jack and Jill / Went up the hill.** Children supply missing words in couplets. **We traveled far / In brother's new** ________.
- listen to a number of words the teacher says and clap hands when a word is given that sounds like the first one.

sing	boat	ring	shoe
cake	mitten	boot	bake

- play Quiz Show. A panel of four children is selected. The teacher gives a word; the panel members say a rhyming word. After several rounds, children invite other panel members to replace them.
- have many opportunities to engage in choral speaking.

The Train

Here comes the choo choo train
Choo Choo Choo

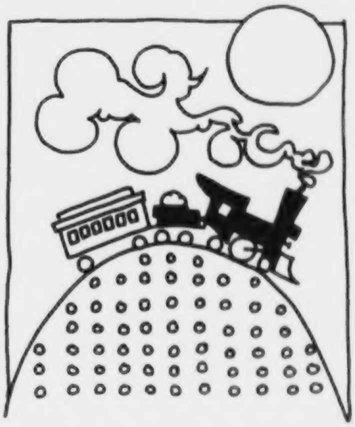
Down the track and back again
Choo Choo Choo

Anywhere you want to go
Choo Choo Choo

Sometimes fast and sometimes slow
Choo Choo Choo

Watch it chugging up the hill
Choo Choo Choo

Now, it's stopping—Whoa, Bill!
Choo Choo Choo



- listen, listen, listen to many stories which may be tape recorded or read aloud. Children are encouraged to tell their favorite parts. They also creatively act out the story. This can be repeated many times, with different children taking the same parts. They are encouraged to talk about auditory perceptions. For example, the Old Troll in Three Billy Goats Gruff speaks in a low but loud voice while the littlest Billy Goat talks in a high, soft voice.

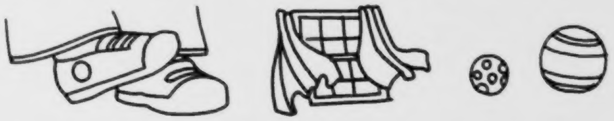
Listening to stories is a very positive readiness activity in conditioning children to read well:

- listen to a short story or retell it.
- listen to music and dramatize the musical story.
- listen for word pairs that end alike. Stand when the teacher says a pair of words with different endings. Examples: **mouse-house; goat-boat; car-cap; gate-late**.
- listen for words that have like beginning sounds. When a pair is given that is different, the children clap their hands. Examples: **boat-big; house-mouse; mother-many**.
- make sound charts or pages in individual scrapbooks showing pictures of words all beginning with the same sound. The children may draw, paint or cut and paste the pictures.
- learn to follow directions beginning with one-step directions and then increasing to two, three or four-step directions. First, the teacher gives the directions, being aware of individual differences. Later, children may want to take turns giving them.

Put the ball on the chair.

Put the ball on the big chair and sit on the little one.

Skip to a friend, shake hands and walk to window.



- have experiences with oral sentence patterns. Children learn to recognize sentences that tell something and those that ask a question.

The hamster is hungry.

Where is our hamster?

Suggested Criterion Referenced Measurement

Given auditory experiences, children will be able to listen-think-do.

Given auditory experiences, children will recognize similarities and differences in word and letter sounds.

Language Development

Instructional Concept:

Imagine what it would be like to suddenly find oneself in Peter Pan's Never-Never-Land in an environment of unknown things for which there are no words to describe and inhabited by human creatures with whom there is no means of communication. This make-believe circumstance, devoid of language meaning, illustrates a number of basic understandings about language. Through language we know the world in which we live. We communicate with others and receive their thoughts, expression of feelings and responses through language. Words, phrases and sentences are carriers of meaning. They are used to know what it is we see, hear, smell and feel. They are the means to receive communication from others verbally or in written and printed form. They also are the instruments of self-expression.

Language is the content of thinking, observing, speaking, reading and writing. Hence, these language components associate, accompany each other, and meld together. Language grows out of real and vicarious experiences. Using language, children think meaning, speak ideas, and listen to the words of others. It is natural that writing and reading are extensions of oral language; both are simply words on paper. These closely allied components of language can be used to reinforce and check one another. For instance, in learning to recognize a new label word, the child listens to it again and sees how it is lettered.

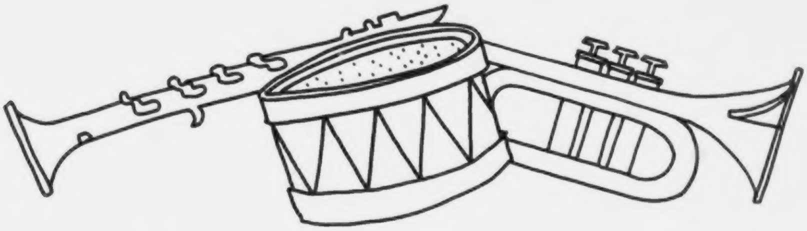
The child brings his language to school with him. This, his best and only way to express his thoughts, is fully accepted. Teachers help language to improve and develop through the model of their own good speech and providing valuable listening experiences for children (stories, poems, records). Along with a warm, accepting learning climate, children are encouraged to use all of the aspects of language in purposeful ways: listening, speaking, writing, reading, and thinking. In the desire to teach all facets of language, it is remembered that there must be adequate time for the individual child to learn.

Suggested Readiness Activities

Many **listening** experiences are provided for children to:

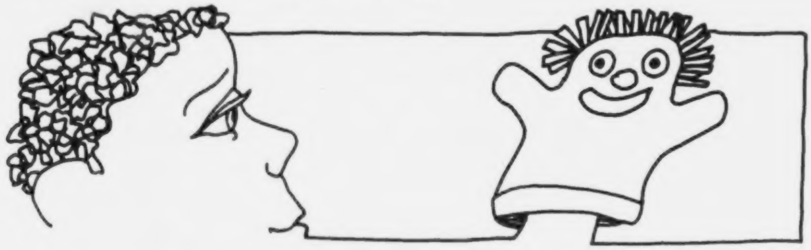
- listen to stories, records, poems. Children are intrigued by the rhythm and repetition of language sounds and new words.
- have conversations with a resource person (principal, parent, nurse, older student, grandparent). Children learn that listening to people talk is like listening to a talking book, for they find out information.

- listen for particular words in a story or record: names of people, colors, feelings, places, sensory words.
- use a listening center where they can hear each other speak on tape or record stories or directions.
- hear music played on different instruments.



Many **speaking** opportunities are provided for children to:

- talk, talk, talk spontaneously during work or play.
- look at a picture and tell a story about it. Predict outcomes by telling what is going to happen.
- bring toys and pets and tell about them.
- view a film with the sound turned off and tell what they think is happening in the picture.
- use the toy telephone to "talk" with a friend.
- use puppets to tell a story about "me."



- give directions for playing a game.
- paint pictures or make any art object and tell about it.
- tell what they have done with pegs, beads, puzzles, blocks.
- dramatize action words: hopped, waddled, crept.
- recite finger plays and nursery rhymes.
- play singing games or have a sing-along of favorite songs. It's sometimes easier to sing a word than say it.

- have lots of creative plays. In this way both verbal and non-verbal language is expressed. The plays may be given for the entire group or for a few children.

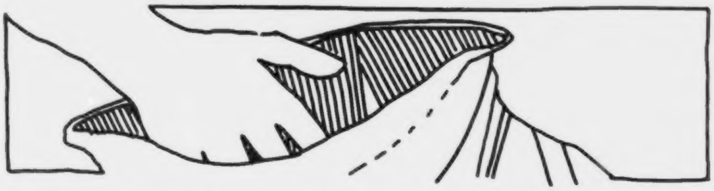
- have conversations with each other in the doll house, playing firemen, planting seeds, and other activities.

- have a conversation with the teacher.

- tell about an interesting picture or object brought from home. [The teacher elaborates on the child's remarks rather than repeating them.]

- engage in group discussion. "How will we take care of the rabbit which was given to us?"

- play "Guess and Tell". Children reach into a knitting bag and touch an object with eyes closed. They answer the questions, "What could it be?" "Why?" "What could it not be?"



- complete open-ended sentences. "I looked up in the sky and I saw ________________." "I went to the store with mother and we bought ________________, ________________, and ________________."

- complete phrases that describe:
  "As yellow as ________________;" "As happy as ________________;" "As big as ________________."

- learn to welcome and introduce guests.

- learn to use the "kind words" of Thank you, Please, and You're welcome.

- tell a story using the flannel board.

- make sentences grow.

  The boy ran.

  The little boy ran.

  The boy ran home.

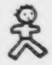
  The boy ran home quickly.

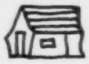
  The boy ran home to get lunch.

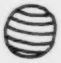
- tell about a field trip from snapshots which were taken.

Many **writing** experiences are provided for children to:

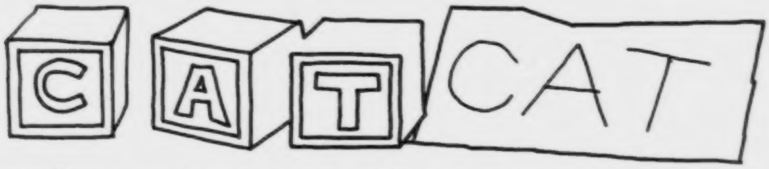
- trace the letters of their names or label words.
- use water and a brush to write on the chalkboard.
- use wide colored felt pens to copy words they know.
- dictate individual stories or contribute to chart stories so that they understand that anything that can be said can be written down and read.
- write picture or rebus sentences and stories.

I saw a  .

I saw a  .

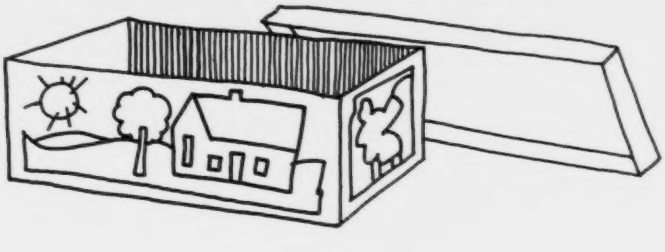
I saw a  .

- match alphabet blocks with a label word and then copy the word in sand or on paper.



Many **reading** experiences are provided for children to:

- read labels.
- write rebus and chart stories and read their own words.
- find words in read-aloud books which they know and read them.
- read the labels on boxes in the play store, post office.
- bring a shoebox and decorate it (either with pages of their finger painting or collage). Put into the box words they know which either they or the teacher have lettered: colors, toys, people, actions.



- read from many sources (labels, chart stories, individual dictated books, read-aloud books) to gain the understandings that:

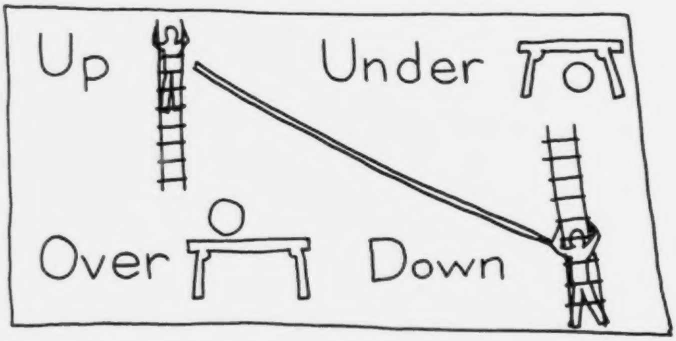
  reading is useful and enjoyable.

  reading doesn't come in just one book.

  reading is fun because it's doing what other children are doing.

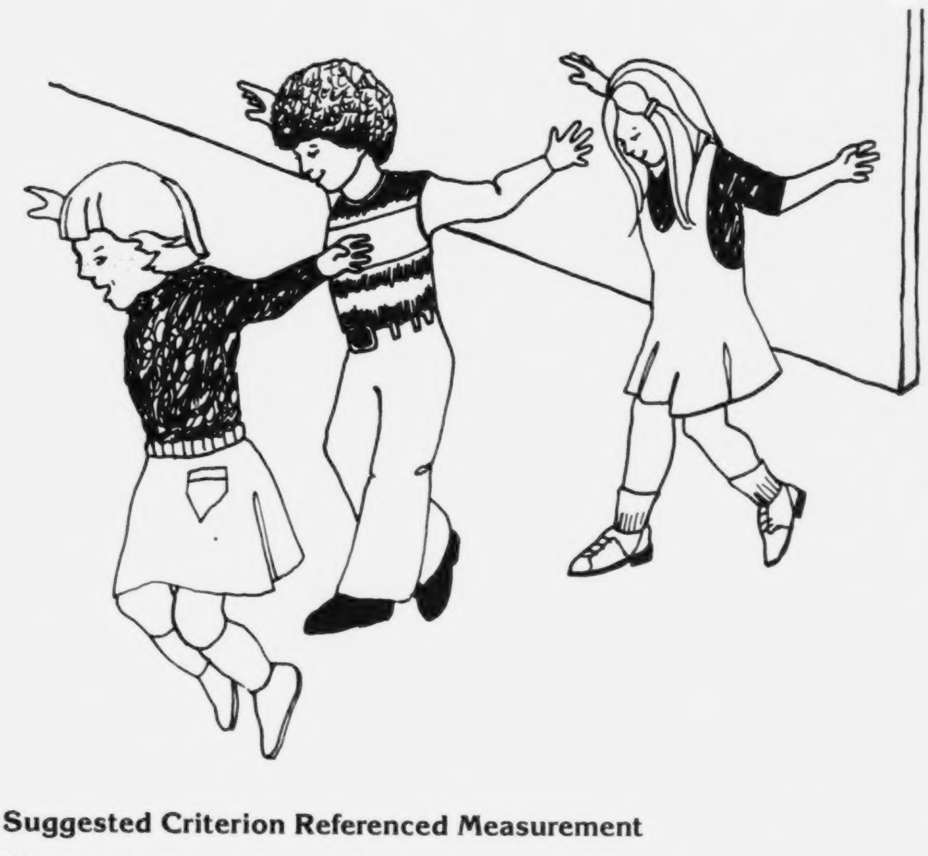
Many **thinking** experiences are provided for children to:

- classify objects or pictures to be pasted on a chart: fruits, vegetables, animals, toys, colors, numbers, machines.
- discriminate among pictures or objects which are opposite or alike (using individual charts on which pictures have been pasted and colored yarn used to attach them).



- compare toys, blocks and other objects by size, shape or color. Tell in what ways the things they have chosen are alike. They may want to make collections to talk about.
- retell what happened during the Halloween party beginning with the first thing the group did and move on to the last.
- tell how they built or made something work (an airplane made out of blocks or pinwheels made at the workbench).
- discuss the people or animals in a story as to whether they were pretty, good, sad, happy, bad, and so forth.
- listen to a story which stops short before the ending. Then paint pictures about how they think the story ended and tell about their pictures.
- choose materials to work with or games to play.
- individually or as a group decide what they want to do when it's raining and they can't go out; or what to do for a friend who is going to move away (decision-making discussed).

- ask questions about things in the learning area: who? what? where? why?
- paint a picture or role play safety rules in crossing the street and discuss.
- discuss suggestions of how to solve problems—"What would I do if I got lost?"
- play quiz games with panel members. Questions: Name three toys; four colors; the sound the kitten makes.
- play action word games: Name all the things that kittens can do. Continue with birds, dogs, ducks, farmers, daddies, mothers, sisters, big brothers.
- use objects to follow or give directions (Preposition Game). Put the doll **on** the chair. Continue with **over** your head; **under** the table; **by** your side; **behind** the door.
- play "Follow the Leader" (Adverb Game). The leader tells how to move: Walk slowly; run quickly; tiptoe softly.



Suggested Criterion Referenced Measurement

Given many natural, meaningful experiences, children learn to understand that when they listen, speak, write, read and think, they are using words.

Visual Memory/Recall

Instructional Concept:

An integral part of reading is to gather meaning by thinking mental pictures (images) and to remember them. Readiness activities initiate recall competencies involving sensory experiences both actual and vicarious.

Things easiest remembered are those things which have personal meaning and associate with something already known. Also, experience which brings a shiny, new idea or helps to solve a problem will be banked in memory. Situations which have emotional accompaniment tend to be indelible, as well.

Suggested Readiness Activities

Children may:

- take a neighborhood walk, go on a planned field trip, have a picnic, make cookies. After the experience, children "talk it over," recalling what they saw and heard, what they liked best or didn't like, what was something new they found out about, or if they learned how to do something they had not known before.
- record their impressions of the experience by painting a picture about it or dictating a cooperative or individual story.

Ben's Story

We made cookies.
I ate two.

Cookies

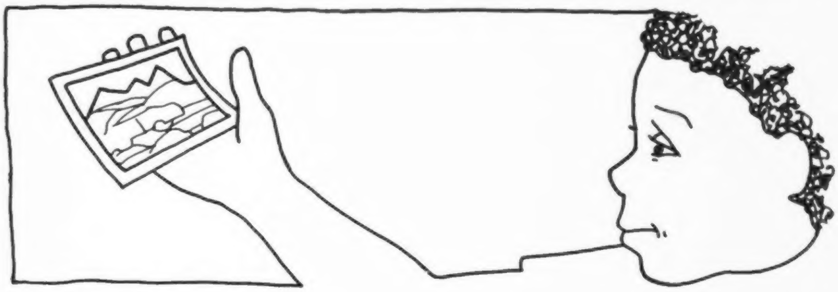
We made dough.
We used sugar, milk,
shortening and eggs.
We spooned the dough
on a cookie sheet.
We baked our cookies.
We ate our cookies.
We said, "Yum, yum."

- go individually or in groups of three or four to visit special people in the school to find out "How They Help Us" and come back to the learning area to tell what was learned.

- listen while an older child tells or reads a story. (This can be done on a one-to-one basis—listener and teller partners.) The child then retells the story he heard on tape. The tapes may be played back for all of the children to hear the stories as retold.

- look at still pictures, and with the pictures reversed, recall who or what was in the picture; what was happening; when it may be happening (night, day); and the place shown in the picture.

- bring in pictures of a trip the family took together. Recall what they did when they first started out, during the trip and when they got home.



- listen to a story told by the teacher and retell it and then creatively act it out. After this has been done by the entire group, small groups may want to get ready on their own and play other favorite stories for all the other children.

- paint story riddles. The picture can show a favorite story and the children guess which one it is. In this way, both the artist and the class are recalling a story.

- use sensory words to help recall an experience. How did the baking bread smell? What did the flowers in the greenhouse look like? How did the lambs and farm kittens feel? How did the sixth grade assembly music sound?

- tell the names of farm animals and give the sounds they make when they "talk." This may follow a visit or seeing a movie.

- look as a group or individually at a filmstrip and retell the story. Then make pictures of what happened in the story with colored felt pens or finger paints.

- listen to poems read by the teacher or senior citizens and paint pictures of the pictures "they saw" when they heard the poem. Children may want to tell how they felt when they heard the poem—happy or sad. They will want to remember parts they especially liked.

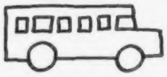
My Mother

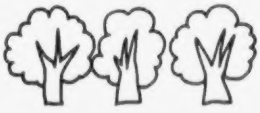
My Mother is pretty.
My Mother is kind.
She is the very best Mother
That I ever could find.

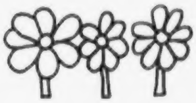
The Ducks

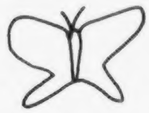
Four little ducks swam in the pond.
They were yellow and fluffy.
They drank with their bills
And paddled with funny feet.
They swam from shade to sunshine
And far beyond.

- listen to many songs and learn to sing them.
- have a news table where children can bring in snapshots, postcards or other objects which are special to them and tell conversational groups about them.
- learn nursery rhymes and make a growing mural of them. On a length of wrapping paper, children paint, cut and paste their pictures to illustrate the nursery rhymes. Afterwards, they may take turns standing under a picture and saying the rhyme.
- write rebus stories about vacations.

I went in the 

I saw 

I saw 

I saw a  too.

I saw grandmother and grandfather.

- write a cooperative letter to a child who is ill.

Dear Tom,

We are busy.

We are giving a play.

We are playing The Three Billy Goats Gruff.

We made a big bridge.

We made a picture to go behind the bridge.

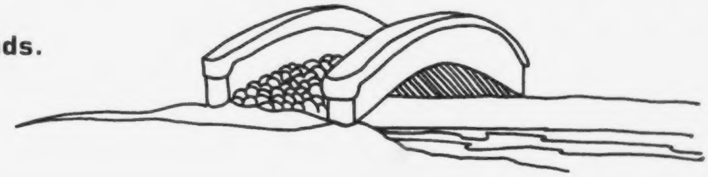
Jim is the Troll.

Jane, Bill and Jean are the goats.

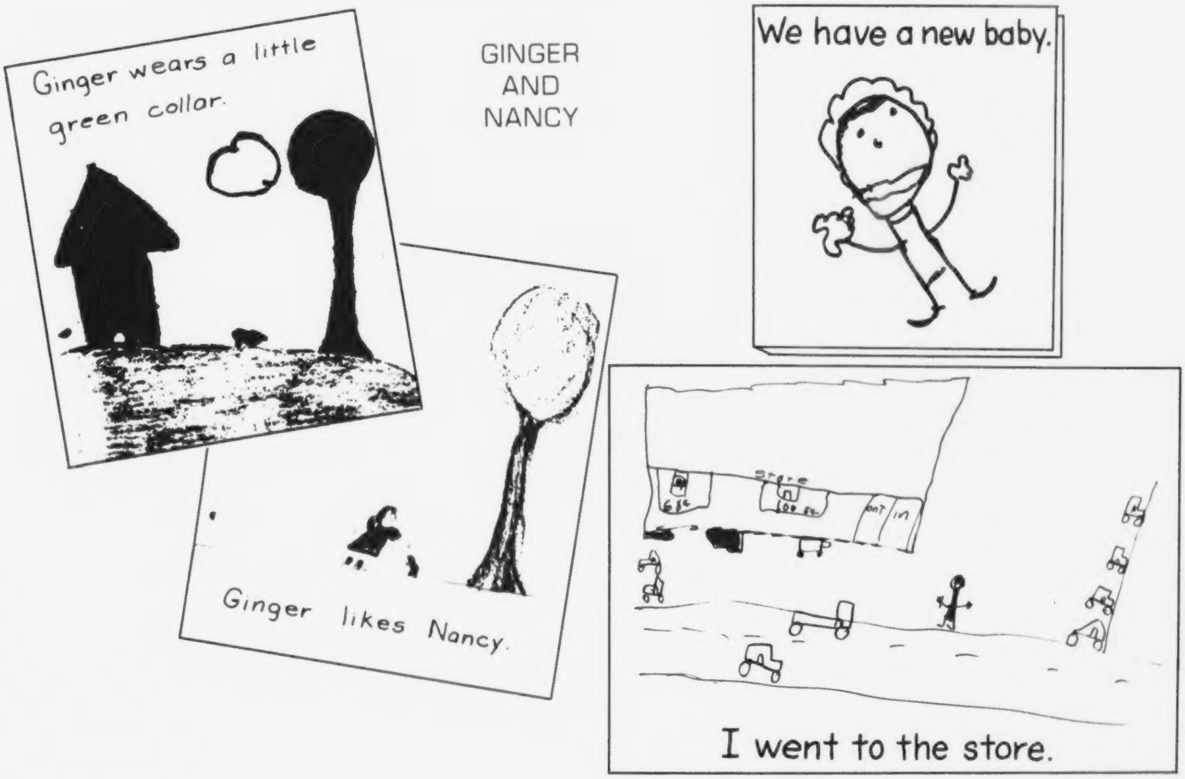
We are going to give the play for other children.

Love,

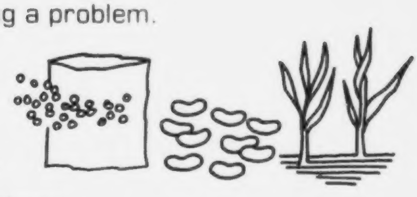
Your Friends.



- keep diaries. Books made of newsprint contain children's pictures and rebus writing or dictated stories.

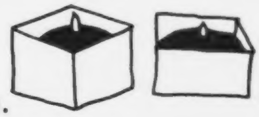

Ginger wears a little green collar.
GINGER AND NANCY
We have a new baby.
Ginger likes Nancy.
store
I went to the store.

- write a cooperative story about solving a problem.



Seeds

Little plants live in seeds.
We know because we saw them.
We put bean seeds between blotters.
We put our trays in the sun.
We watered them.
The seeds got bigger and bigger.
The seeds broke open.
We saw tiny plants growing out of them.



Bulbs

We planted bulbs, too.
We saved our milk cartons.
We put soil in them.
We put a bulb in each carton.
We put them in the sunshine.
We watered them each day.
Little green leaves are coming up.
Plants live in bulbs, too.

- listen to either the teacher or other children describe a familiar person, place, or object.

"I'm thinking of someone who helps us.
He wears a uniform.
He blows a whistle.
He holds up his hand to tell us when to cross the street.
He is our friend.
Who is he?"

Suggested Criterion Referenced Measurement

Children listen individually to a short taped story and retell it to the teacher.

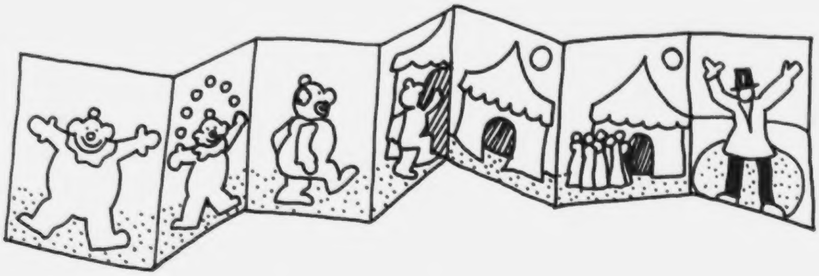
Sequence

Instructional Concept:

Readiness activities which nurture growth in the comprehension of sequence involve both vision and recall. Training in left-to-right eye movement is fundamental to reading the printed page. Recognition of the order of events is essential to gaining meaning. Hence, the two avenues of learning are related as children work with both visual sequence and recall of the order of content. The learning experiences move from the concrete to the abstract.

Children may:

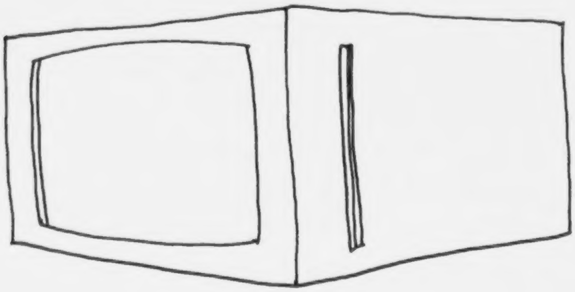
- take a quick look at objects on the display table. The teacher covers them and the children recall them in left-to-right sequence. The order of the objects is changed after each guessing.
- listen to a story and arrange the story pictures in a left-to-right sequence.
- arrange pictures on the chalkboard tray and make up a story with the beginning at the left and the ending at the right.
- recall a story by putting pictures on the flannel board in left-to-right order and retell the story in sequence.
- name pictures of objects in rows from left to right and then look away and recall them in order. The pictures may become increasingly smaller in size.
- make cartoon strip stories after having heard a story or a song.



- cut the sections of the cartoon strip apart and then rearrange them in sequence.
- listen to a recording of a story and tell the beginning, the middle and the ending.

- listen to a part of a favorite story and guess whether it is the beginning or end.

- recall a story and dictate to the teacher what happened first, next, next, and then, and last. The teacher and children read the story together and then discuss if the actions are recalled in the right order. The children then paint pictures to show one of the action ideas. These are held up and children exchange places until the pictures are in the proper sequence—left-to-right, beginning to end. The pictures may then be pasted on a strip of shelf paper and projected through a television screen. (The television set is made out of a large cardboard box with slots cut in each side.) A child retells the story while the picture is being shown. Children's stories may be taped and played while the story is being shown.

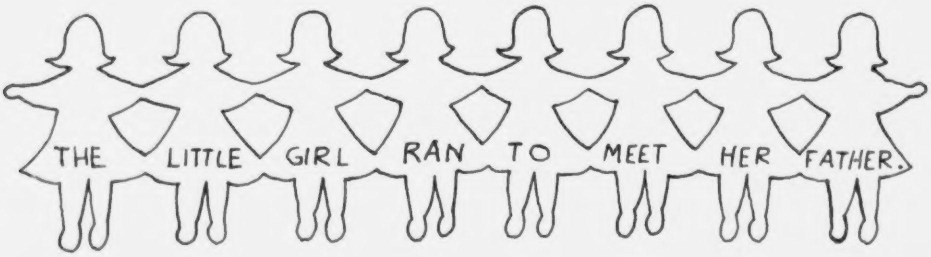


- fill in the letters of their names or familiar label words.

A __ ice
Mar __ aret
R __ y
bl __ e
ye __ __ ow

- use letter blocks to build familiar words moving from left to right.

- choose phrase cards which make up a story and stand in a left-to-right line in order that the other children can read the story.



- match strips on which sentences or phrases are lettered with their chart stories.

- complete sentences with a rebus.

Anne's ________ said, "Bow-wow."

The ________ hopped and hopped.

Suggested Criterion Referenced Measurement

Given the opportunity to hear a short story, the child can draw a sequence of the main parts horizontally, left-to-right, on a strip of newsprint.

Body Movement

Instructional Concept:

Learning to read is thought of primarily as a cognitive/language skill. It is, however, a physical one as well. Muscles are involved in feeling rhythm, sensing the environment, visual perception, left-to-right eye movement, vocalization and hearing. Physical development advances from gross motor movements in which large muscles are used to the refined use of small muscles such as those involved in eye-hand coordination. There should be great awareness that this growth cannot be forced nor can learning proceed until maturation has occurred. When motor development and coordination have not surfaced, it does very little good for either the child or the teacher to press a crayon into a child's hand and ask him to mark an X on a different detail in a small picture. It is impossible to teach a child that which he is not ready to learn. However, when he has developed to the readiness stage, nothing can stop him.

Planned activities in movement help the child to grow in self-concept, as well. He learns to know himself in relationship to space, direction, force and time.

It is through sensory/motor activities that children feel and express emotional language. Also, physical activities give opportunities to think and solve problems. Individual differences are recognized in movement education, permitting the child to be an individual within a group. In addition, the individual child acquires social learning through play. Play activities bring all of the aspects of human development into meaningful relatedness.

Gross Motor Coordination

Readiness activities for young, growing children include many opportunities to use their large muscles. During each day, there is time to play both outdoors and in the learning area. This is not trifling pastime. It is learning time when children acquire body awareness and get to know about themselves in relationship to the environment. The child participates in directed activities and has many opportunities to express himself freely and creatively. Although play is natural and spontaneous, it is a valued learning experience involving the cognitive, social, and emotional aspects of learning along with language use. This is a time when the teacher observes and diagnostically guides children. Play exemplifies one of the fundamental qualities of learning —that it is fun. What an achievement it is when this same joy in learning perpetuates and transfers to all learning. It is the learner's right.

Suggested Readiness Activities

Children may:

- acquire **body awareness** through exercises, games, dance, and following directions.

My Hands

My hands upon my head I place,

Upon my shoulders, on my face.

Then I hold them at my side,

Then behind me they will hide.

Then I hold them way up high,

And swiftly make my fingers fly.

Then I hold them in front of me,

And softly clap them one, two, three.

Play Along

Two little hands go clap, clap, clap,

Two little arms lie in my lap.

Two little feet go bump, bump, bump,

Two little legs give one big jump,

Two little eyes are shut up tight,

One little voice whispers low, "Good night."

- learn about and use different parts of their bodies.

large body parts

head—roll—put hoop over the head
arms—fly like birds; be windmills
shoulders—rotate, shrug or dip
legs—run, hop, jump, skip
back—bend and play elephant walk
waist—twist—sway

small body parts

eyes—follow target (ball on rope)
ears—listening to music
nose—breathing deeply, wiggle
mouth—pucker, smile, frown, grin
hands—catching a ball
fingers—finger plays
elbows—touch each other
toes—wiggling in sand—tiptoe
knees—bend
heels—stand on one heel

- play "Looby Lou."
- learn about their bodies in **relationship to space** using equipment and locomotor skills.

put arms in front of the body; throw the ball in front of the body.

stand back-to-back with partners; dangle the jumping rope down the back; reach back and touch shoulders.

put hands at the side of knees, legs, and feet.

hop **in front** of the swings.

skip **in back** of the teacher.

jump **over** a large ball or rope held low.

crawl **under** a rope held low in a horizontal position.

jump **through** the hula-hoop.

step **on** the mats.

walk or run **forward, backward, sideways.**

climb **up** and **down** on the jungle gym.

- learn about **time or tempo** by responding to music.

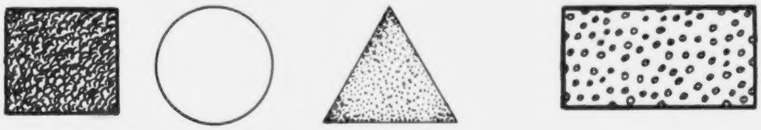
  walk or run to the rhythmic patterns the teacher or a child beats on the drum: fast, fast, fast, slow, fast: slow, slow, fast, fast, slow.

  dance creatively to music which varies in tempo.

  play a teacher's story.

  > "We climbed into our bus and sat down for our ride to the farm. When we got there we saw many animals. We galloped fast like the black pony and then waddled slowly like the fat duck. We walked fairly slowly like the cow out to the pasture. There we saw a brown rabbit and hopped fast back to the bus."

  walk or hop to forms which are spaced across the floor
  (The forms may be cut from vinyl tile.)



  run, skip or jump to a line marked by masking tape and stop short. Hop over the line and go on.

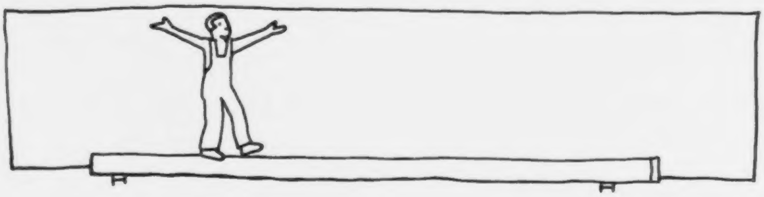
- learn to hold hands **loosely**; pull **hard** in a tug-of-war. Other actions with objects could be used to understand **degrees of force** such as: heavy, strong, firm, weak, light.

- have many opportunities through games and free play to use locomotor skills: run, leap, horizontal jump, vertical jump, hop, gallop, slide, skip, sway, bend, stretch, twist, rotate.

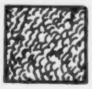
- learn to manage objects in play: catching and throwing balls; jumping rope; playing with manipulative toys (wagons, fire engines, scooters).

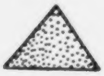
- play actions machines make: train, car, scooter, hammer, saw.
- learn **body control** by:

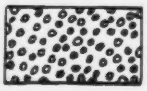
walking the balance beam with head up and eyes fixed on an object or picture (clown face) placed on eye level. With practice walk backward and walk to the center and turn back.



walking, skipping, tiptoeing on taped lines on the floor







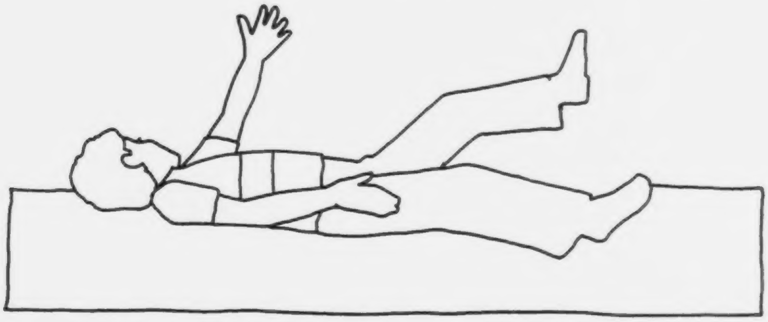
letter forms can be used also

o c e a

making tracks in the snow in straight lines, zig-zag and circles both clockwise and counterclockwise.

- acquire the **awareness of the right and left sides** of themselves (laterality). It is noted that lack of lateral competence frequently shows up in reversals in reading.

lie on the floor and play "Angels in the Snow." Raise right arm over head and extend the right leg. Extend the left leg and swing the left arm over the head. Mix it up by moving the right arm and left leg.



stand tall, bend body trunk to right, position, and then to the left.

drop head down on right shoulder—left shoulder.

hop to the right, jump to the left.

some children are helped to make the left—right association by wearing colored toy wrist watches or by attaching a light weight to an arm or leg.

sort profile pictures of animals or people by those facing to the right and those facing to the left.

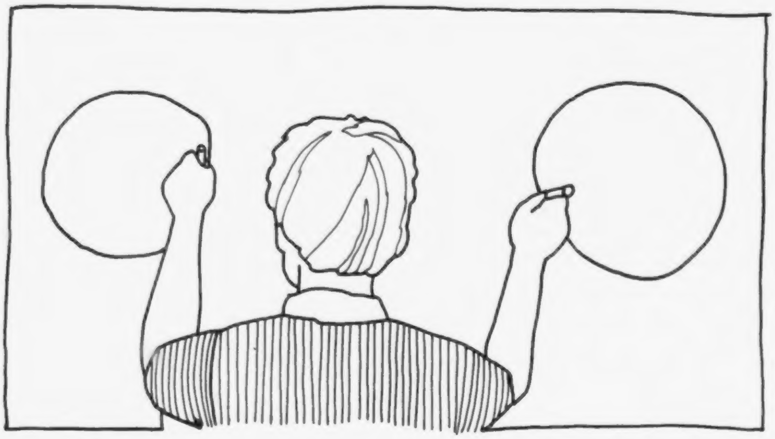
toss bean bags into colored baskets with right hand then left hand. The right hand tosses into the red basket and the left into the green.

bounce ball first with both hands and then with the right hand and the left.

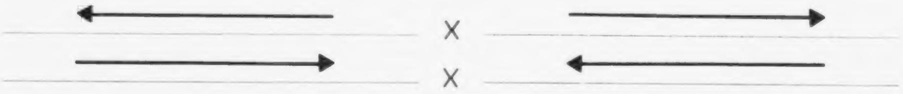
toss balloons of varying sizes, first with the right hand and then with the left.

walk the balance beam, stop at the center, wave the right hand, put the left hand on head.

trace bilateral circles on the chalkboard using both hands at the same time, keeping eyes on the "X."



mark "X" at forehead height. Draw lines with outstretched arms. Directions: Start at X, out 1, back 2.



Suggested Criterion Referenced Measurement

Given many opportunities for free and directed play, children will acquire body awareness and discover relationships of space, tempo, force and laterality.

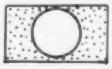
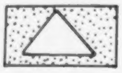
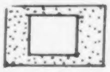
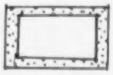
Fine Muscular Coordination

Many of the readiness activities which involve using fine muscles relate to eye-hand coordination.

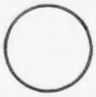
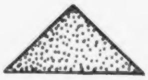
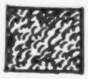
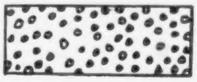
Eye-hand Coordination

Children may:

- model clay figures and objects.
- tear paper dolls, trees, flowers.
- paint with water on the chalkboard.
- finger paint.
- paint with brushes on easel paper.
- cut out pictures and forms.
- stitch large sewing cards.
- string beads.
- build with blocks.
- do simple woodworking.
- color inside large, clear, outlined pictures.
- trace inside the templates.

- trace around forms and, sequentially, letters and their names.

(The cardboard forms can be gradually decreased in size.)

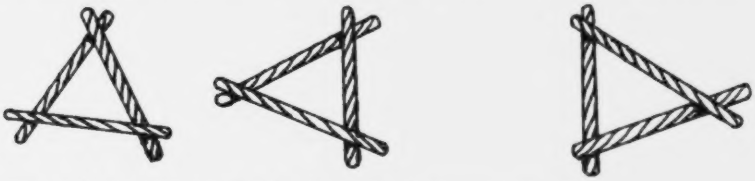
- trace numerals and letters which are made of sandpaper or from a rough fabric.
- trace objects or their names in sand.
- work puzzles which begin with large pieces and decrease in size (problem solving).

- arrange colored pegs in the pegboard—first randomly, then by oral directions and following a design card.

- dress themselves and dolls: lace shoes and fasten buttons. (A child learning to dress himself also helps with laterality—right and left sleeve, boot, mitten).

- use puppets.

- use colored straws to show the triangle in different positions.



Suggested Criterion Referenced Measurement

Given a crayon and a paper on which the child's name is printed, the child can trace over each letter. (The paper is backed with carbon paper to show the tracing.)

Directionality

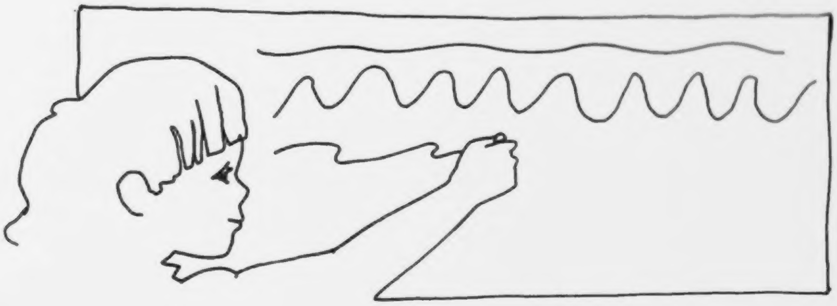
Using small muscles in eye-hand coordination also relates to directionality. The moving of the eyes from left to right requires many learning activities. This essential skill for reading is difficult because the young child tends to look vertically.

Children may:

- move small toys across their table tops from left to right. The left of the table may be marked with a red tape and the right with a blue.

- follow a row of colored dots on the chalkboard.

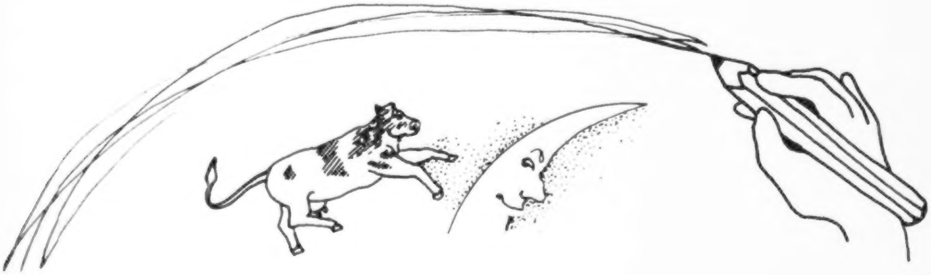
- be given the opportunity to scribble on the chalkboard from left to right. First, children scribble with both hands and then with the dominant hand. The first scribbling can be free-flow. Then children may use colored chalk to move over a pattern from left to right. This may be done to music.



- watch the movement of a ball attached to a cord while the teacher swings it back and forth. With heads held still, the eyes track the ball. (The cord may be tied through one of the holes in a plastic, practice golf or baseball.)

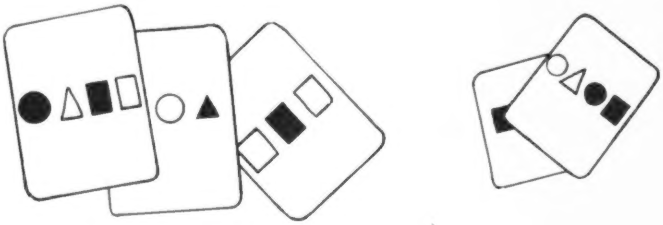
- make horizontal lines with pegs on the pegboard moving from left to right.

- trace "cow jumping over the moon," first in the air and then on paper, lifting the crayon between each "jump."



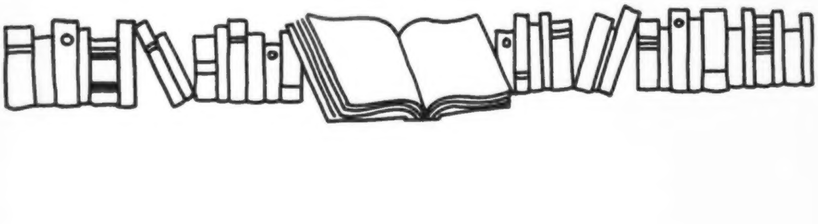
- place toys or any set of objects on a shelf moving from left to right.

- look at flash cards of objects in mixed patterns and reproduce them on paper.



Suggested Criterion Referenced Measurement

Given the opportunity to see three or four colored circles on a flash card, the child can name the colors from left to right with eyes closed.



Know and Appreciate The Child

Objective:

To provide a positive learning climate.

Instructional Concept:

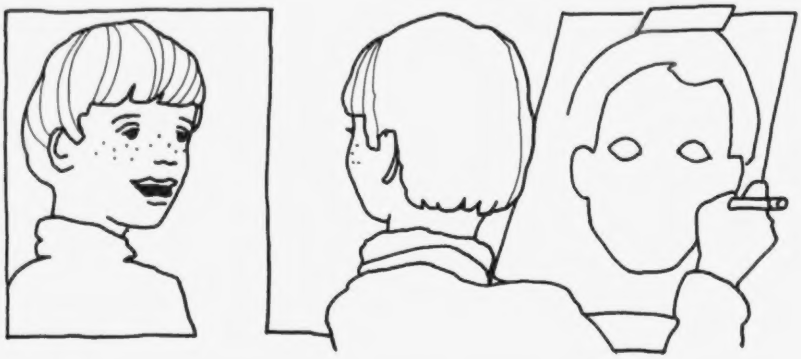
"I've got to be me" is a catchy phrase from a song which has a lot of appeal for grown-ups. However, "the right to be me" applies to children in school, too. Far from being carbon copies of an envisioned norm, children come to school in many sizes with unique personalities and varying learning rates, stages of social and emotional growth, and degrees of self-esteem. These myriad differences among and within children require recognition and understanding acceptance. The professional teacher teaches a child, not just a pupil, just as the true physician treats a person rather than a patient who is next on the appointment list.

The child comes to school as a learner, for in the first five years of being in this world he has probably learned more than he will learn in any other half decade during the remainder of his life. However, he is just that—a learner—not an expert. The genius of teaching builds upon the varied kinds and amounts of learning children bring to school.

Another principle of realism, which applies to all, big and little alike, is that if one is to succeed in learning, one needs to feel good about himself. The feeling of "can't do—so people don't like me" can begin in kindergarten with being faced with tasks for which one is not ready. The confrontation with failure sets the stage for lingering learning problems as the child advances through school. Failure creates walls of defense. However, joy and release result in learning when the child is given the opportunity to be himself as a learner and to experience success.

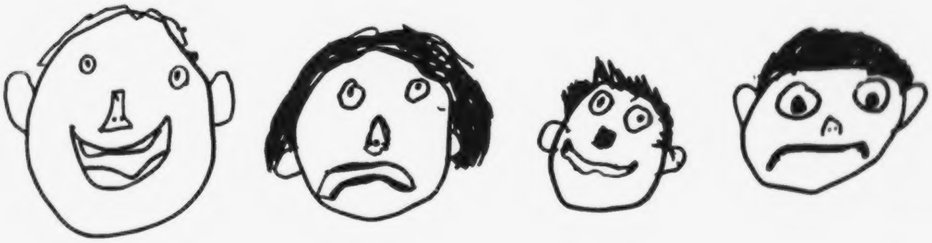
The children may:

- develop self-understanding by looking in a mirror and making a self-portrait.

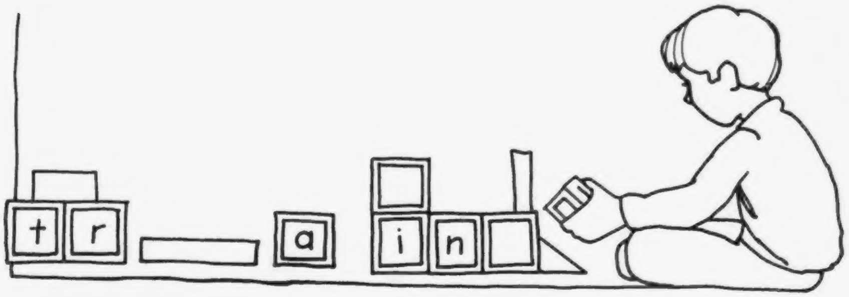


- lie on sheets of wrapping paper placed on the floor while other children trace around their bodies. Each child then colors himself. He may check with the mirror for the color of hair, eyes and clothes. The full-sized paper children may be displayed with names printed underneath.
- say their names and trace over a name card with letters cut from fabric or sandpaper.
- make a tape recording and listen to their voices played back to them. Children may guess which are their own voices.
- dictate stories about themselves and illustrate them. **The Books About Me** may tell about their families, houses, playmates, pets, and other features.
- play with puppets to gain ease in talking and expressing ideas.
- play creatively to understand themselves, the environment and each other.

- have many opportunities to communicate their ideas on a one-to-one basis and in various sized groups.
- draw faces which are happy, sad, pleased, sorry.



- learn words for feelings: happy, sad, angry, like, dislike.
- have their pictures taken when they are playing or working with others. These can be pasted in their copies of **My Book.**
- learn to take turns during playtime and getting materials.
- be given many opportunities to make choices and discuss the consequences.
- have times to play and work independently and then tell what they have done.



- learn the feelings of others by celebrating happy birthdays or feeling sorry when someone is hurt.
- be given individual responsibilities commensurate with their competencies.
- have opportunities to talk on a one-to-one basis with the teacher.

Suggested Criterion Referenced Measurement

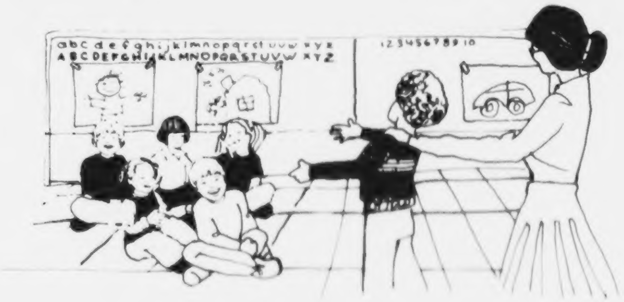
Given positive experiences in a warm, accepting learning climate, children do know and feel good about themselves.

The Teacher

Child development in self-concept stems from the warm, human understanding and acceptance of the teacher and the ways these feelings are communicated to the child. Feelings of self-worth occur when success is put within easy reach of each child, when the teaching method is personalized, when materials are differentiated, when learning experiences are designed to encourage success, and when a positive atmosphere is maintained in the learning area.

The teacher may:

- demonstrate genuine acceptance of each child, valuing his individual worth and respecting the dignity of his personhood.
- encourage children to talk and communicate freely.
- really listen and then interact when a child talks.
- talk frequently with children on a one-to-one basis.
- use flexible grouping so that a child does not feel labeled.
- observe and help the child with coping skills. Teach to help an observed individual learning need.
- make an effort to discover the interest of a child by observation or talking with him and then build on that interest. The teacher encourages the child to do the things he can do well before other children.



- help the child to apply strengths to new learning.
- invite children to volunteer as compared to suddenly asking a child a question or to perform a task in which he will most certainly fail.
- commend effort and praise results that evidence the growth of an individual child, rather than making a comparison with the progress of others.
- get to know parents and discuss with them the positive characteristics of the child. The teacher can help parents who feel that the child must never make a mistake and must be the best in the group in all regards to-

ward more realistic expectations. A healthier attitude is that mistakes are used to learn by and that no human being is perfect in all dimensions.

- provide a stimulating learning environment with many interest areas so that children will mix together, learn from each other and appreciate each other.
- use knowledge about child development to design learning experiences. The teacher recognizes that the individual child varies in regard to generalized characteristics and makes provisions for heterogeneity. The individual child may well have a profile of mixed characteristics.

Fives

Fives are friendly bundles of energy who are constantly on the move. They dart from one thing to another to find out about things; for like the Elephant Child, they have an insatiable curiosity. This is as it should be, for the world is new to them. They like to learn by seeing, hearing, touching, doing, and most certainly talking.

General Characteristics	**Teaching Implications**
Spontaneous physical activity	Vigorous outdoor play, action games and rhythmic activities
Predominant use of large muscles	Locomotor activities—Use of large learning materials and manipulative toys
Inept fine muscle coordination	Gradual use of smaller concrete learning objects
Immature vision (far-sighted—vertical)	Picture reading; using large materials; will acquire the ability to recognize isolated words
Eye-hand coordination developing	Use clay, puzzles, scissors, trace around cardboard objects, paint with brushes and finger paints
Responds creatively	Music, art media and dramatic play
Curious	Opportunities to solve problems: find out how things work and get answers to questions
Learns through first-hand experiences	Sensory learning using concrete materials and learning by doing

Likes repetition	Repetition of favorite stories, filmstrips, nursery rhymes, songs, games and learning experiences
Have handedness established	Freedom to use preferred hand
Rapid language development	Meaningful language-producing experiences; opportunities for conversation and listening to stories, poems and songs
Short attention span	Move from one activity to another with rest between
Egocentric	Play and work alone and then in pairs and groups of varying sizes
Capable of simple generalizations	Classify like kinds; note all alike but one
Seeks warmth and security in relationships with adults	Praise, reassurance, help in acquiring skills (showing how), help in making choices, repetition in giving routine directions

Sixes, Sevens, Eights and Nines

Sixes come to school really wanting to learn. They, too, are dynamos of energy interested in the immediate environment, concrete situations and direct participation. However, their eagerness to learn turns on during relatively short spans of attention. They start better than they finish.

Sevens are anxious to do well and to learn how things are done. They erase and try again, for they want to do better. They strive to finish a task. They carry on vivid conversations about themselves and like the world of make-believe.

Eights, too, are full of energy, ready to tackle anything. As a consequence, they sometimes become disappointed with themselves and may not complete an activity. Although they may be argumentative, they want to be like their peers and belong to the group. They like to collect things.

Nines like to state their ideas about things and have adults appreciate what they have to say. They are acquiring standards for what they do and want to accomplish things well. Being a member of the group is very important to them.

During these years (six-nine), growth is occurring in motor and eye-hand coordination. Attention span is lengthening. Children of these ages are acquiring increasing interests in the world about them. They are growing, as well, in the abilities to express themselves in much expanded language as they listen, speak, read, write and think. They are becoming independent thinkers and learners. Although as they develop socially to prizing peer and group favor, sixes to nines continue to need and want adult acceptance and assurance.

In addition to these global generalizations regarding sequential child development, the attention of teachers of early readers is drawn to statements by Dr. Frances Ilg[1], (Director of the Gesell Institute), which have key significance for the reading process.

Sixes

Characteristics	**Teaching Implications**
Overcome unstable visual mechanism by keeping their places with their fingers	These children can profit from the use of markers.
Love repetition	Repetitive primers are pleasing to their temperament.
Get clues about a word from its initial letter and length	Word attack by using the initial letter along with the configuration and context.
Loves to be read to	The more children have experience with language, the faster they progress in reading.

Sevens

Characteristics	**Teaching Implications**
Can fix their eyes more steadily on the printed page and can read little letters.	The children can use books with smaller print.
Read aloud mechanically	Supply the words the children do not know when reading orally.

Eights

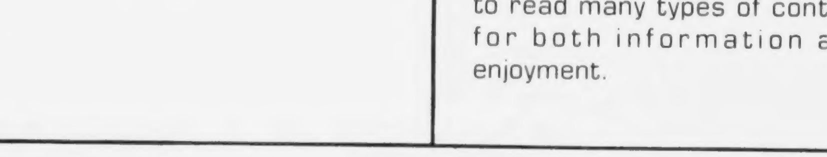
Characteristics	Teaching Implications
The capacity to attack new words, recognizing sounds of letters and combination of sounds, has surfaced. The vowel is no longer troublesome.	The children are given opportunities to work out words phonetically.
Read with expression and greater speed	Opportunities are given to children to read aloud to peer groups and to younger children.

Nines

Characteristics	Teaching Implications
Can make good use of the dictionary	Independence is encouraged in locating the meaning of new vocabulary.
Can both skim and read thoroughly	Reading material and purposes are varied in order that children may apply both skimming and thorough reading skills.
Like to read silently	The children have opportunities to read many types of content for both information and enjoyment.

Suggested Criterion Referenced Measurement

Given the encouragement, personalized attention, and materials and tasks to correspond with his strengths and learning rate, the child will succeed in learning to read.



[1] Dr. Frances Ilg, **The Child From Three to Eight, With Implications for Reading: Teaching Young Children to Read**, H.E.W., Proceedings Nov. 14-16, 1962, pp 21-30.

What is Kindergarten?

Objective:

To provide a language development curriculum.

Instructional Concept:

At last, early childhood education is receiving the prominent recognition it has long deserved. The significance of this learning cannot receive enough attention. It is during this time that children get to know themselves; find themselves in relationship to other people, both peers and adults; and acquire attitudes for learning. In actuality, children begin during kindergarten to become what they will be in their adult lives.

Many ask, "What is kindergarten like?" It can be a place where children find out that school is exciting as they learn from and with others, talk, plan, make choices, acquire the give and take of getting along harmoniously with others. Or the experience can be threatening if the child is expected to do tasks which are far beyond his development. Or kindergarten can be boring if one is lockstepped into repeating what he already knows. The mastery of a perceptive teacher who gets to know the strengths of each and plans activities to build on them, makes all the difference.

Kindergarten at its best is a dynamic language experience. This makes a great deal of sense, for the young child has the near and far world before him to learn about. How does he get to know about people, places and things? It is only through language that children conceptualize human beings, animals, plant life, feelings and actions. Without word meaning and use, there are no reference points to think about and tell about these things. How is it known that the flower is red and has green leaves if there are not words to describe it? Thoughts, ideas, and feelings are expressed through language. Language, then, is the core and vehicle of learning.

It is fundamental that the kindergarten year is a time when rich language experiences flourish. Listening, speaking, early writing, beginning reading and thinking are related and reinforce one another as they flow together into the mainstream of language understanding and use. Children develop cognitively, socially, and emotionally through the intake and output of language experience.

The components of the language arts are not taught or learned in a set order or in compartments of isolation. Children evidence writing readiness even before reading readiness. They want to and should scribble letters to grandparents. So that when a word is used verbally, children are given the opportunity to trace the letters and make them by water painting on the chalkboard, with paints on the easel, or in sand. In another instance, talking, thinking, and reading are closely associated in dictated chart or individual stories. In other words, the language arts are brought into a meaningful focus and use at one time. The formerly accepted developmental chain of thinking-hearing-speaking-reading and then writing does not hold fast. It is not taboo to talk-think-write and read. Learning situations determine order and emphasis.

The essential understanding that the kindergarten curriculum is one of abundant language experience provides a measure for evaluating learning experiences, materials and teaching/learning strategies. Scrutiny is in order, both for the languishing, unplanned, ''come-as-you-are'' and ''do-as-you-want'' program and the instruction of the other extreme which ignores individual differences in child development by featuring the instant workbook regime.

In the language development approach, children are active learners, learning in the here and now, responsive to an environment which provides them with the meaning of something to talk about through sensory learning and doing. In this circumstance, readiness is learning in its own right. It is not merely marking time getting ready for real school in another year.

Individual differences come to kindergarten just as they do at any other level. Hence, learning activities, methods of working with children and learning materials are differentiated to meet the recognized and accepted varied stages of development. Some children may be reading words when they come to school, others will begin to recognize words during the year as their readiness evolves, while still others will need more time to reach this level. The recognition of this realism does not make one child better than the other or a teacher with a group of immature children a less effective one than others. Self-starters who can and do read words, phrases and sentences, should do it, while, as with learning of any kind, those who are not ready should not be forced to try the impossible. As with a class of beginning adult golfers, individual differences are evident with the first swing. The same recognition of learning differences can be as cheerfully accepted with young children. For those who can read, the opportunities should be provided. This should not be formalized to occur in a set period of minutes each day, but at natural times during the school day. Needless to say, all children should have rich and full experiences, with books to hold and picture-read and be read to both individually and in groups. In this way books become cherished friends, and children get to know that they give interesting information and sheer enjoyment.

Readiness to read does not surface for all children at the same time nor during a predetermined time frame. During the kindergarten-primary continuum, when the individual child is ready to read, he should. Some indicators of this–

The child:

- evidences general good health with normal or corrected vision and hearing.
- volunteers verbal ideas and participates in conversations using good speech.
- associates language with people, objects, animals, places, and actions.
- follows directions.
- can be involved in listening or in a task for a 15 to 20 minute span of attention.
- discriminates by color, shape, size.
- can distinguish between likenesses, differences, figure and ground, and detail.
- can classify objects, shapes, letter forms.
- can trace shapes and letter forms.
- can recognize and name individual letters in the alphabet.

- recognizes rhyming words.

- hears likenesses and differences among beginning consonants.

- recognizes that speech sounds are represented by print—that letters have sounds.

- reads words (labels, names, words in chart stories).

- demonstrates an interest in books.

Along with observing characteristics which evidence being able to read, the teacher is aware of symptoms of stress in learning. Some of these behavioral flags which go up are : nervousness, anxiety, fearfulness, shyness, unhappiness, daydreaming, mistrust, aggressiveness, crying, pouting, baby-talk, over-dependence and discomforture in groups. Symptoms of physical problems are looked for, as well.

The learning area itself is of vital importance in supporting the learning process. In spite of the many questions young children ask, curiosity needs to be nurtured. It is the inquiring mind which makes a life-long learner. The learning environment is planned to include living things (plants, pets, terrarium, aquarium); beautiful things (pictures and objects); things to wonder about (collections, magnets, globe, microscopes); things to find out the workings of (puzzles, tapes, rhythm band instruments); things to make things with (paints, blocks, scissors, fabric, sand, crayons); things to make go (manipulative toys); things to look at (books, books, books, filmstrips, still pictures, charts); things to talk with and about (puppets, dolls, flannel board). Why are these things alluded to in a book about reading? Because they bring sensory learning and give children language experiences and the opportunities to talk, label and dictate stories.

It is remembered, however, that the most important feature of any learning environment is the teacher. The accepting, understanding teacher guides individual learning and provides learning experiences for each child which are built on his ability to succeed. It is remembered that all children can succeed in varied tasks and at varied rates. The teacher, too, is one who nurtures the naturalness of learning, helping a child to know that he can make a mistake in cognitive, physical, social, or emotional learning. This is the teacher who then helps to find the way—and teaches.

Suggested Criterion Referenced Measurement

Given rich, varied and correlated language experiences, children will read naturally at their own rates.

Skills for Early Readers

Word Recognition

Objective:

To enable the teacher to use language experiences to teach children the application of word recognition skill.

Instructional Concept:

The development of language experiences integrates reading and the total curriculum. Depth of meaning is added to art and construction activities. A language experience can be the vehicle for conveying social studies and science emphases. Group spirit and understanding are fostered. Most important, the development of language experiences places the process of creative thinking at the core of the instructional program. An overview of those activities necessary for the effective development of this approach can be organized around the three major components of instruction: preparation, guidance, application.

PREPARATION

Daily opportunities for sharing experiences, which may or may not be related to an ongoing unit, are the main idea upon which language is developed. They also emphasize the value of individual contributions. Children share ideas and experiences through painting and drawing. Telling or writing about their creations develops the ability to classify thoughts, to communicate ideas, and to accept responsibilities as a group member.

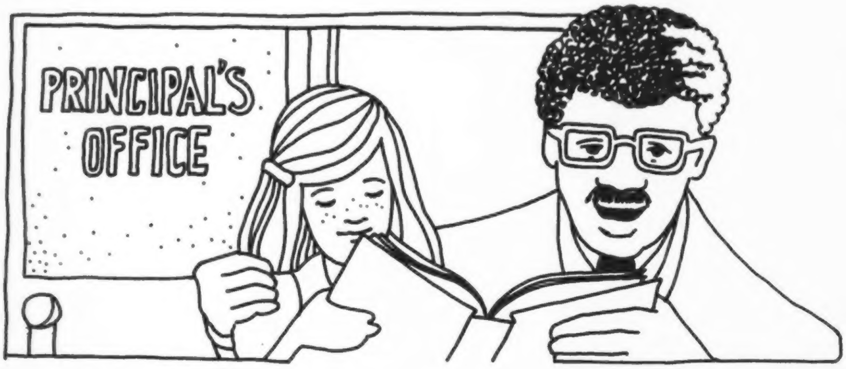
As skill in sharing ideas and experiences is refined, the classroom environment can expand the interests of children. Interaction centers around a theme, and discussion is on a more mature level than when self-contained ideas are shared without any relation to what others have said.

A child who makes one contribution listens carefully in order to alter subsequent comments according to what has been said in between. Key words related to the topic are repeated.

Planning for the development of discussion skills includes the following:

- display flat pictures, objects, books and other materials that suggest children's interests.
- ask questions which encourage interaction between pupils and between teacher and students about the topic.
- schedule a discussion time around a theme at least once a week.
- establish standards for discussion inductively.

Preparing children to learn through experience includes the provision of time to listen to stories each day. **Research supports the thinking that continued and regular listening to story books chosen for emotional appeal and ease of conceptualization facilitates the recognition of newly learned words as they appear in other contexts.** This reading aloud may also be done by older children, librarians, parents and the principal.



Listening to oral reading is more than entertainment and recreation. This language experience is a means of broadening interests. It is a time when concepts are extended, vocabulary enriched, and sentence sense internalized. In addition to reinforcing sight vocabulary, children can be guided to listen for:

- words that describe
- color, number, size, shape, speed
- sentence beginnings
- questions and exclamations

Suggested Criterion Referenced Measurement

Given a topic or theme, children will demonstrate their discussion skills by altering subsequent contributions to the interaction and using key words expressing ideas related to the theme.

GUIDANCE

The second component of language experience development begins with story telling. This is an experience in which ideas are expressed in thought units, descriptive language is used, and sequence established. These are essential experiences if children are going to be able to read with meaning.

Story telling should be a daily experience in the classroom. It is an essential step to the dictating of stories, and culminates with independent writing. Some suggestions for fostering this creative experience are:

- tell real or imaginary stories
- have children prepare stories they have heard before or imagined for telling
- start a story and ask different children to add to it
- help children develop a picture story to go with one they like
- use the pantomime technique to help children see the necessity for telling stories clearly enough that other children can dramatize them as they are being told
- have children tell stories that relate to pictures they've painted.

Two ways of recording ideas for class groups are painting and dictating. Help pupils to move from oral and pictorial expression to expression through writing. As children dictate their ideas they are developing a fundamental understanding about the nature of reading. They can see that it is speech written down.

Procedures For Dictation

1. Have children express their ideas about a given topic with crayon drawings.
2. Working with about eight children at a time, have each one tell about his picture.
3. While writing down each child's observations, talk informally about key sight words, letter names and beginning and ending sounds.
4. Collect the stories of each group into a book which can then be given a title by the children.
5. Reinforcement the next day emphasizes the recall of what was recorded and visual discrimination activities.
6. Supplemental activities include the teacher and the group reading other groups' books. The books may also be placed in a learning center for the childrens' enjoyment and used as a reference for spelling.

Word recognition skills are taught when children are having language experiences requiring their application. Representing speech sounds with symbols during dictation places phonics in its natural role as an aid to language development.

The relationship between speaking, writing, and reading is nurtured by the use of language experience charts. Four types are appropriate in teaching language relationships:

1. **Personal language charts** are a record of students' own language. They are enjoyed and then discarded or erased.
2. **Work charts** are developed in relation to classroom activities and are of a more permanent nature. They are developed with the children to provide organization and guidance. They are used to plan experiences as well as summarize them.
3. **Narrative charts** are records of shared group experiences. These charts lend themselves to the repetition of words inherent in the topical discussion.
4. **Reading skill charts** are developed for the teaching and practice of a specific skill. The nature of language experience charts reinforces such fundamental skills as left-to-right eye movement along with line-to-line progression. In addition, skill charts are effective for the application of phonic skills, the development of sentence structure awareness and the use of context clues to recognize unknown words.

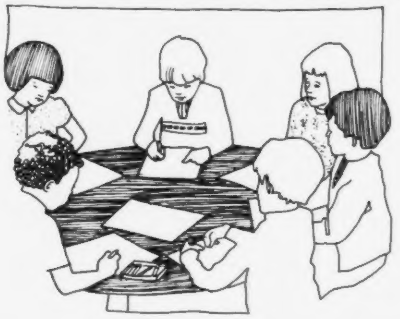
APPLICATION

Writing independently is an indication that the student is ready to read what others have written. Through language experiences, simple beginnings of writing are made concurrently with the development of word recognition skills. Paintings of children can be the springboard for both dictation and independent writing.

Students discover books and may read through them, sharing selectively with the teacher in oral reading sessions. Clues will appear as to how well the children are learning to read materials which include the repetition of high frequency words.

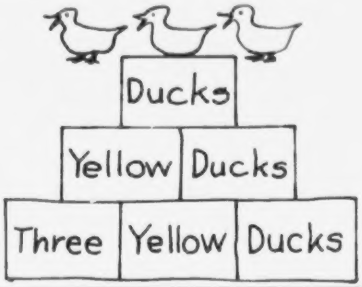
Through the use of a variety of resources, provisions are made for children to work independently. Student responsibility for learning is fostered by establishing sources of activity rather than assigning specific exercises for groups or individuals. This approach does require regular teacher-pupil planning. Each morning, time is given to clarifying plans for the day. Time is also needed for evaluation of accomplishments along with the sharing of ideas. However, only when children are involved in this way can they feel any responsibility for what happens during the day.

Sources of activity can facilitate vocabulary development, improved oral and written expression, and the sharing of ideas. Interest centers are an essential component of a classroom environment rich with experiences. Two examples are the writing center and reading center.



Writing Center

Teacher	**Student**
• Display book jackets from the library. →	Find a book jacket you like. Keep the same title. Write your own story.
• Follow-up Childrens' stories can be placed in the reading center. Listening skills can be refined as pupils compare and contrast their stories with those of the original authors.	
• Ask children to add stories and illustrations to blank books with attractive covers. →	Pick a title and write a story. Having Fun My Pet Games To Play

Teacher	**Student**
• Have students build story titles in response to a picture stimulus. Use a pyramid to help them move from one-word titles. A variation would be to have the words in the title rhyme. • Follow-up Pupils could then pick their favorite one and write a story.	→ Build a title about the picture. Write a story to go with it. 

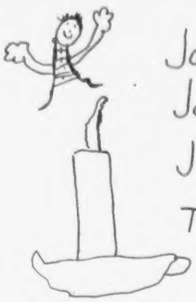
Other Activities

- Children write get-well messages or birthday greetings for friends as a part of a message service.
- Encourage students to write and sketch at a designated section of the chalkboard. Various headings would invite appropriate contributions:

New Words

[✓ A Poem I Like]

Words About Today



Jack be nimble
Jack be quick
Jack Jumped over
The Candlestick.

Reading Center

Children need something more than a steady diet of readers and reading programs. Make available less formal arrangements of the printed word, for example, newspapers, magazines and catalogs. Periodicals such as yachting or gardening magazines may capitalize on an interest generated at home.

A total reading program provides for the deliberate development of interest in reading. Essential factors comprising an effective independent reading program are:

- the enthusiasm of the teacher in sharing books with the children.
- quality library books which are accessible.
- frequent opportunity to read, followed with experiences that deepen the enjoyment of what was read.

Children's own illustrated stories are also found in the reading center. Experiencing individual authorship develops a feeling about communication skills which cannot be built from doing worksheets. The making of books also causes children to gain an appreciation for books which other people have written. It is an introduction to a lifetime attitude with regard to the enjoyment of reading.

Suggested Criterion Referenced Measurement

Given a language experience, students will demonstrate application of word recognition skills—specifically—context clues,sight word knowledge, and phonic analysis.

I. Context Analysis

Objective:

To help the teacher to analyze students' use of context skills and to design directed experiences which will encourage pupils' use of cues around unknown words.

Instructional Concept:

Using the known words and meanings surrounding an unknown word to determine the unknown element is context analysis. The decision-making process is narrowed by the accumulation of cues. The process is one of effecting closure which is directly related to the individual's understanding of language. Most children come to school with oral language skills.

Written material that corresponds to the child's oral language is read with greater ease than that which differs. This fact calls attention to the advantages of beginning reading instruction with children's own language experiences. Recording dictated stories on the chalkboard or chart paper and then having children read them quickly establishes the understanding that reading is talk written down.

Children transfer their knowledge of context as a word recognition tool to the basal stories. **If sight words and phonics were the major means of attacking unknown words, reading would be a difficult task because of the irregularities of spelling patterns.**

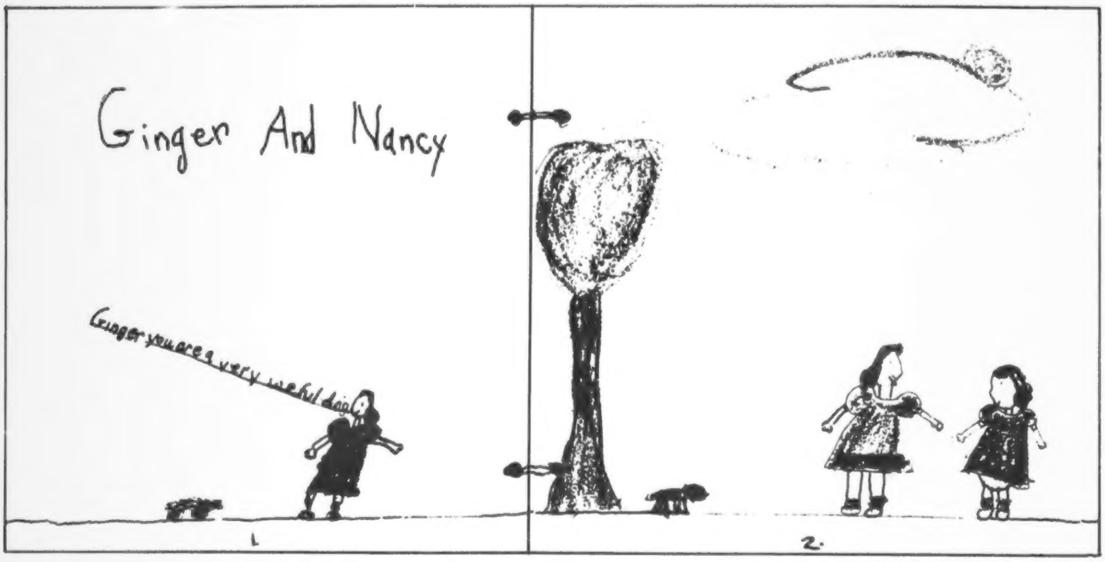
The skill of contextual analysis develops instinctively in most children. However, some fail to interact with the reading materials when attention to the story line is interfered with by the overanalysis of words. These children consistently make poor word substitutions. Since reading is taught as a meaning-getting process from the beginning, begin assessing the child's anticipatory or context skills from the beginning of the readiness program.

A. Suggested Skill Development

Oral reading situations are valuable in the determination of context analysis skills. This is a unique opportunity to observe the products of the pupil's thought processes.

Task		Response
• Read to the children from a variety of content selections including fantasy, science fiction, mystery and poetry.	→	Stop at an appropriate place and determine if pupils continue by inserting a well-suited word, phrase, or sentence.
• After first silently reading a 100-word selection containing context cues, have the child read it orally.	→	When the student encounters a word not recognized, wait approximately five seconds to provide an opportunity for him to attempt the word. If he does not, ask him to continue reading to the appropriate stopping place. Then ask the student to re-read the sentence or sentences to determine if the word can be recognized. Missing more than five words in a 100-word selection is a good indicator that the material was too difficult initially.
• Analyze a pupil's substitution of a word that does not make sense in the content and which the student continues to read. **Example:** **That night they drove home in their old cat (car). And when they stopped at their front gate, what do you think they saw?**	→	Behavior of this type indicates that reading is viewed as calling words rather than getting meaning. This problem needs immediate correction. Ask the student to "Try that again," or say "I'm not sure I understand that." The child may hear the incongruency when what was incorrectly read is repeated. Try to get the pupil to focus on what is being said in a sentence sense.
• Note the substitutions that do not interfere with the meaning of the material.	→	This demonstrates the use of context analysis skills.

Task	Response
Example: **Next day when they came home for lunch, Ginger was gone again. There was a bit of her ginger-colored fur (hair) on a loose picket in the fence.**	
• Listen for repetitions	→ Some pupils who are using context clues do this to retain the ongoing meaning. However, if repetitions are constant, the material may be too difficult.


Ginger And Nancy
Ginger you are a very useful dog
1
2.

Suggested Criterion Referenced Measurement

Given a 100-word passage on the students' instructional level, which is read silently first, students will demonstrate their use of context to recognize unknown words and substitute an appropriate word.

B. Suggested Skill Development

Silent reading tasks are important. Variations of cloze testing or closure will help ascertain the pupils' use of context. Closure is effected when enough parts of something familiar are seen. Pupils demonstrate understanding by inserting needed words.

Teacher	**Student**
• Explain that the child is to select the correct word from the three given. It can be identified in a number of ways: circle it, draw a line from it to the blank, write in the word, or paste the correct word in the space to effect closure. →	1. The big fire ______ needs two drivers. **track trick truck** 2. One man ______ in front. **drive drains drives** 3. The other man ______ the back wheels. **stores steers streets**

Suggested Criterion Referenced Measurement

Given sentences which have missing words, students will read them silently and demonstrate understanding through the use of context to determine needed words.

C. Suggested Skill Development

When contextual analysis is well developed, the child will be able to recognize words in context that would not be recognized out of context. Directed experiences are designed to encourage the use of cues around the word itself. These would include guidance in oral reading sessions and closure exercises following silent reading.

Provide learning experiences that will stimulate children to use their anticipatory skills. Construct specific context tasks in representative classifications.

Teacher	**Student**
• MOOD or SITUATION The unknown word fits into the situation already established by the author. →	The air was thin and cold. Young Mack had to turn the little plane back toward earth. And Eagle, who had felt sure that they would reach the sun, became rather ______.
• SUMMARY Several ideas are summarized in the unknown word. →	The fire chief hops out of his special red car. He tells the firemen how and where to fight the fire. They obey his ______.

Teacher	Student
• SYNONYM or DEFINITION The author provides a synonym adjacent to the new term or descriptive context defines the unknown word.	The tractor pulls the drills, or ________ ________, which drop the tiny seeds into the ground and covers them up in the best way to make them grow into big plants.
• COMPARISON or CONTRAST The unknown word is like or opposite something known.	We went to the dairy. It was fun to see the machines putting ice cream in boxes. The man asked us if we wanted some. We could have it in a dish or a ________.
• EXPERIENCE Children predict from their background of everyday experiences.	It is not safe to give chicken ________ to your pet.
• FAMILIAR LANGUAGE EXPRESSION Pupils use everyday language association to provide a clue for unknown words.	The moon was bright. Jim was trying to go to sleep. He was so excited about the game that he was wide ________.

Suggested Criterion Referenced Measurement

Given activities designed to strengthen students' anticipatory skills, pupils will identify unknown words using the various types of context clues.

D. Suggested Skill Development

Erase selected words from language experience stories and have the children supply the missing words. Accept synonyms, because they present an opportunity for expanded vocabulary development. Initial consonants could be added to narrow the pupils' responses.

Recognition frequently is cued by a word's beginning letter coupled with its contextual setting.

We went to the circus early in the ____________.

A great big t__________ was being put up by some men.

Boys carried w_________ to the elephants.

Everyone was getting ready to march in the wonderful circus_________.

Suggested Criterion Referenced Measurement

Given a language experience where selected words have been deleted, students will use context along with experience to effect closure and insert the missing word.

E. Suggested Skill Development

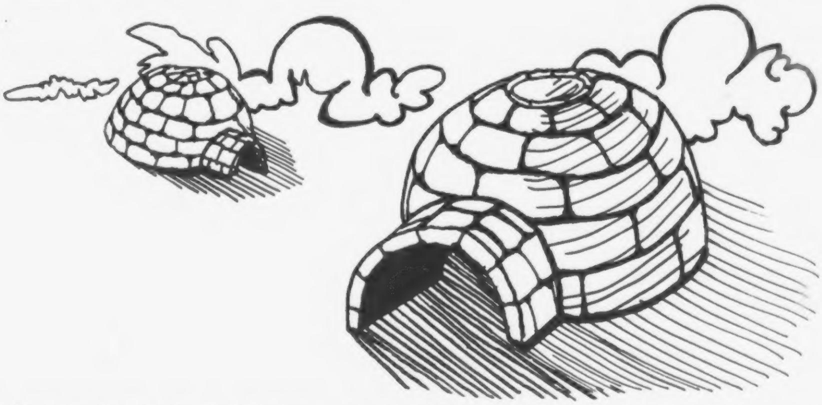
Introduce new words in sentences that give their meaning or by asking questions that will lead to their meaning. When the correct word is stated, print it on the chalkboard for visual reinforcement.

To teach the word **melt,** ask

"What happens to snow when it gets warm?"

To teach **igloo,** state

"An Eskimo hut used during winter built of either stone and sod, or of snow, is called an ___________."



Presenting vocabulary in this manner initiates the readers' involvement in the content of that which is about to be read.

Suggested Criterion Referenced Measurement

Given unknown words from a story about to be read, children will demonstrate recognition as words are introduced in contextual settings designed to facilitate their recognition.

II. Sight Vocabulary

Objective:

To enable the teacher to develop students' skill with sight vocabulary, using both analytic and synthetic experiences.

Instructional Concept:

Most children begin reading by recognizing sight words that have picture referents. The names of story characters, the color and number words; all of these have convenient referents. Recognition is frequently triggered by the first letter. Since the story line is not carried by picture referent words alone, children are introduced to action (walk, laugh, fly, jump) and structure (about, the, at, to) words. These basic kinds of words make up nearly half of our reading vocabulary. It is practical for pupils to learn to recognize this initial vocabulary as whole units, because they are composed of sound-symbol relationships which would be difficult to construct synthetically. The 220 Dolch Sight Words, consisting mainly of intangible referent words, are an important base for reading. They provide a core vocabulary along with the means for analyzing similar words.

An eclectic approach, using many different methods in the teaching of sight words, begins with a language experience approach. Children see their words and sentences recorded. Here they have a meaningful opportunity to study high frequency words in sentences. Sight words are learned more quickly as a result of the linguistic cues gathered from the connected reading experiences of the contextual approach. **Since reading is more than making the right sounds for the right words, it makes use of the language the child brings to school.**

A. Suggested Skill Development

Use the language experience approach to develop skill with sight vocabulary. Reading through experience makes possible the ongoing use of children's own experiential background in listening and speaking as they grow toward reading maturity.

Since sight words must produce instant recognition and meaning, there are implications for overlearning activities, especially during the reinforcement component of the lesson. Overlearning is most effective when the student has the opportunity to use the word repeatedly in context. Isolated drill activities will not produce overlearning that internalizes the word and makes it a permanent part of the child's vocabulary. Many instructional efforts fail because they do not plan for the overlearning of sight vocabulary in context. Language experience stories facilitate transfer or application.

Transferring every lesson to a contextual situation, as represented by the language experience story, has also been found to have value as a motivational technique. Children can see that the work they are doing with sight vocabulary is making them better readers as experience stories are written and read in unison. Duplicating these stories and helping children collect them in booklet form is of special interest for young students. They can see progress by the amount of material they have been able to learn to read.

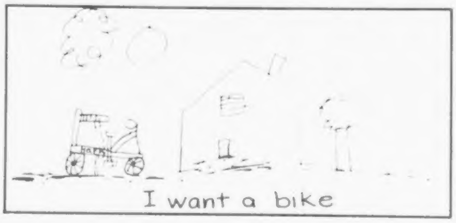
Through language experiences, children become aware of the fact that our language contains common words and patterns of expression. Incomplete sentences are useful as an introduction to some of the high frequency words.

PREPARATION

Select an incomplete sentence, for example, "I want a __________," and engage the class in talking about things they want. Write the incomplete sentence on the chalkboard.

GUIDANCE

Ask each child to make a crayon drawing of something he wants and leave space at the bottom for writing. When the picture is finished, the pupils copy the words from the chalkboard and obtain help in completing the sentence.



APPLICATION

Collect the pages for a book and make a cover for it. Use the book with various groupings of children.

Words used to complete the sentence are made a part of the classroom environment for ready reference. Word ladders can be made by stringing cards together or they may become a part of a bulletin board.

Initial consonants can be incorporated by asking children to complete sentences with a word beginning with a selected consonant.

Expand children's language power by having them develop books which utilize the skills of alphabetizing. The simplest ones are picture dictionaries. The challenge is to organize words according to the order of the alphabet.

Other types of word study booklets are suggested by these titles:

Things That Are Square

What I Saw Today

Things That Make Sounds

All Around Our Town

Funny Things

Children can find appropriate words for categories of study. These could be collected from their own stories. For example:

big words and little words

words that end in **ing**

contractions

English words for which they know the foreign language equivalents

Suggested Criterion Referenced Measurement

Given a list of high frequency vocabulary, following overlearning experiences, children will recognize this sight vocabulary with a minimum of analysis.

B. Suggested Skill Development

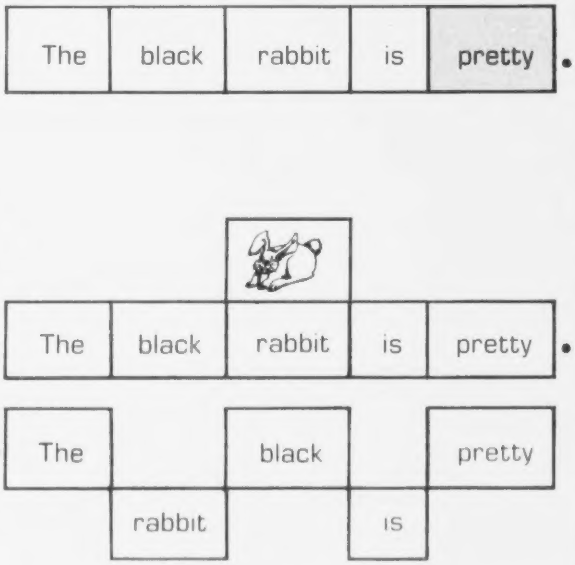
The goal of sight word teaching strategies is to make children aware of their vocabulary and its syntax through the use of manipulatives. Provide activities in language construction. These will involve analytic experiences where words are substituted, and synthetic experiences with adding and arranging words.

These instructional procedures are appropriate with vocabulary from language experience stories, the contextual words of preprimers, isolated words, or basal stories.

TEACHER **STUDENT**

Model

- Introduce the word to be learned in a sentence. →
- Make large word cards. Stand them in the chalk tray or place in a pocket chart. Model the reading pattern. Have the children read the pattern together, then individually.
- [Word knowledge can be reinforced with the rebus cue.] →
- Give several pupils one card each and help them to arrange themselves into sentences. Read each one with →



Teacher

Student

the children, always stressing by modeling the sound of the sentence. Record all sentences made on the chalkboard. Focus attention on changes in capitalization and punctuation. →

The rabbit is pretty black .

The pretty rabbit is black .

The black rabbit is pretty .

Is the rabbit pretty black ?

Is the black rabbit pretty ?

Substitute

- Make substitutions using previously mastered word cards. Have the group or individual child read the substitution. →

The black rabbit is **big** .

The black rabbit is **fast** .

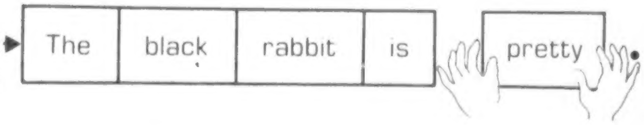
The black rabbit is **three** .

The black rabbit is **cold** .

The black rabbit is pretty .

Frame

- Focus attention on a single word or phrase in the sentence by framing it. →



The black rabbit is pretty .

Teacher **Student**

Match

- Present a card to the student on which the new word has been printed. Have the word read. If it cannot be read, refer back to the initial model. Help with the reading of the sentence if necessary. Match the word on the card with the word in the sentence. Read the word on the card.

pretty

The	black	rabbit	is	pretty	.

pretty

The	black	rabbit	is	pretty	.

Use a systematic approach for teaching sight words. It can be simplified as pupils gain in their ability to commit words to their internal vocabulary. At this point in the structured lesson, procedures may demand careful visual examination and reconstruction of the word by the pupil. Some children may build visual memory for the word from practice in assembling the word from cut-out alphabet letters. Others may benefit from tracing the word repeatedly while saying it each time. Word cards with sandpaper letters would make even a greater impression. For some students it is helpful to practice writing the word in a thin layer of salt or sand in a shoe box lid.

Reconstruct

- After visual analysis, remove the model and ask the child to build the word from memory. If there is hesitation, use the model card. Practice writing the word until it can be written without the aid of the card. Writing needs to be large and free on unlined newsprint or the chalkboard. This helps in experiencing the word kinesthetically.

The	black	rabbit	is		.

pretty

pretty

Review

- Review the sentence in which the word was introduced.

The	black	rabbit	is	pretty	.

Practice

- Give additional practice using the word in sentence-making activities. The following types of investigation games using sight vocabulary contribute to the improvement of the skills of the beginning reader. Pupils may work on their own or in teams.

Each pupil has his own set of word cards. These can be made by having children copy words on cards as they are introduced or by preparing a master copy. If possible, have the copy run on construction paper. Then ask the children to cut the word cards apart and keep them in a "word bank." From time to time identified words can be included and eventually a whole new set of elements on a higher level of difficulty created as instruction establishes familiarity.

WORD BANK

CAT	GIRL	BOY
RABBIT	AM	AWAY
LOOK	BIG	BLACK
PLAY PLAYED	DO	COLD
RAN	AND	DO
THE	I	FAST
THREE	IS	WHAT
WITH	LIKE	YOU
IT	AFTER	PRETTY

Teacher

- Given a group of word cards, → how many different sentences can be made with varying numbers of cards? Have students keep a written record of all sentences that are made.

Student

How many ways? (five words)

away ran cat

the pretty

Away ran the pretty cat.

Away the pretty cat ran.

The pretty cat ran away.

Pretty, the cat, ran away.

How many ways? (seven words)

away ran **after** **you**

the pretty cat

- Given words in a sentence, ask the pupils to arrange them in other ways to make new sentences. →

The rabbit was big, black,
and pretty.

- What is the longest sentence that can be made using cards from the "word bank?" Working in pairs, students try to lengthen their partner's sentences by adding and inserting word cards. →

The boy and girl ran after
the rabbit.

The cold boy and girl ran
after the rabbit.

The cold boy and girl ran
fast after the rabbit.

The cold boy and girl ran

fast after the pretty

big black rabbit .

- Given a sentence, ask students to replace or substitute one card at a time to create new sentences. A variation would be to provide the new sentence and have pupils work toward it.

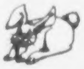
The rabbit ran away .

The **boy** ran away .

The boy **is** away .

The boy is **cold** .

- Have students add rebus cues to the appropriate word cards when this type of reinforcement is needed. The impact of rebuses on beginning reading instruction is frequently overlooked.

 rabbit

cat girl boy

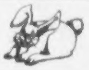
look three cold

- Provide closure activities on the chalkboard. Students find the missing word among the cards in their "word bank." Clues can include context, beginning sounds, number of blanks, and rebus cues. Pupils copy the sentences from the chalkboard, inserting the correct word. This provides a degree of kinesthetic reinforcement.

The black rabbit ran f_____ .

The _____ and _____

ran after it .

I like the  .

- Structure dialog on the chalkboard. Have children manipulate their word cards in response, and then copy their answer. As a team activity, one student could ask a question with word cards and then the other pupil provide the answer with cards from the "word bank." This activity also reinforces sentence parts and punctuation. →

Who are you?

I	am	Anne	.

What ran away?

The	rabbit	ran	away	.

Who ran after it?

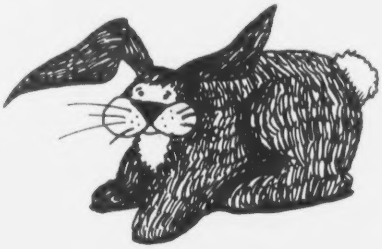
The	boy	ran	after	it	.

What did the rabbit do?

The	rabbit	~~play~~ played	.

What does the rabbit look like?

The	rabbit	is	big,
black,	and	pretty	.



Suggested Criterion Referenced Measurement

Given unknown sight vocabulary, after instruction including both analytic and synthetic experiences, students will demonstrate recognition in a minimum of three language construction activities.

III. Phonic Analysis

Objective:

To enable the teacher to instruct students in the use of phonic analysis skills in an integrated way to recognize unknown words.

Instructional Concept:

Initial consonants, combined with context clues, are important to beginning readers because they frequently get a visual cue to the word from the first letter. Since there is a high degree of consistency between consonants and the sounds associated with them, they are easier than the vowels to learn to use in sounding out words. Exceptions to this generalization include **c** and **g, y, q** which combines with **u,** and **x.**

Blends and digraphs are also included in the consonant group. Whether or not students can identify one combination of letters as a blend and another as a digraph has no effect on their ability to read. However, the distinction provides diagnostic information as to learning difficulty for the teacher. A consonant blend describes a two- or three-consonant cluster, with each letter retaining its characteristic sound. Grouping blends into three categories of letter combinations simplifies their teaching and learning: clusters in which the second letter is **l** (**pl**ease), those in which the second letter is **r** (**gr**een), and combinations in which the first letter is **s** (**sm**all, **st**ep, **str**ike). On the other hand, two consonants representing a unique sound in which neither consonant retains its characteristic sound is referred to as a consonant digraph (**ch**air, **th**ink, tele**ph**one). **Once children have mastered the sound-symbol association for consonants, blends, and digraphs, there appears to be little difficulty with these sounds whether in the initial, medial or final position.**

Analyze critically consonant instruction that does not include vowels. The reader, in attacking new words, blends the single consonant, blend, or digraph with a vowel element. In order to avoid unnatural sounds, ask children to blend consonant elements with vowel or phonogram elements from the beginning of instruction.

VOWELS

Vowels and consonants are introduced together so that the maximum impact is made on recognition. Short vowels are usually introduced first because of their frequency in beginning reading materials, along with their significance in multisyllable words. Vowel elements are first introduced when parents focus their preschool childrens' attention on rhyming words, beginning with the child's name (**Jack, back, tack, Mack, pack**).

This fosters auditory discrimination. Tasks involving visual discrimination and blending are delayed until the learner has one sight word referent for the vowel (**hat** for short **a**). Children are taught to recognize this familiar element in new words (**bat, cat, pat, fat, mat, Nat, rat, sat, vat**).

Attention is then focused on long vowel sounds using familiar sight word referents and leading to the generalization of the silent **e** rule (f**at**-f**ate**, m**at**-m**ate**, r**at**-r**ate**). Next the open syllable generalization describes those situations in which the long vowel sound is most frequently heard (g**o**, m**e**, m**i**grate, tr**i**pod, **i**dol).

Words or syllables containing a single vowel followed by **r**, **l** or **w** are best taught using a known sight word which contains the phonogram being emphasized. Therefore, when the learner knows the referent word, instruction builds on this knowledge to establish recognition of words with the same element.

R controlled

Referent	st**ar**	p**er**son	h**or**n	th**ir**d	b**ur**n
	barn	herd	corner	dirt	churn
	car	serve	storm	first	fur
	arm	berth	north	girl	turn
	bark	her	corn	sir	curl

L, W controlled

Referent	b**all**	j**aw**
	small	claw
	tall	straw
	salt	lawn
	halt	saw

Adjacent vowel pairs lack consistency when it comes to offering visual clues to long sounding vowels. More teacher guidance is needed in helping pupils to attack this frequent pattern, rather than reliance on a widely known phonic generalization which states that the first vowel has a long sound while the second is silent. An analysis of the most used vowel pairs revealed many exceptions. It has been concluded that this rule holds true less than half the time. Give careful consideration as to how to help children attack adjacent vowels. Those combinations which are most inconsistent could be singled out for separate instruction, or the exceptions could be put in order according to the first vowel. Those beginning with the letter **o** seem to create the largest number of exceptions. However, the **oa** combination, along with the double **e**, are the most consistent in pronunciation (97-98 times out of 100). For **ai** and **ea**, the long vowel sound is correct for approximately two out of three words.

Summarization

Visual Clues To Vowel Sounds

1. Closed syllable word elements containing a single vowel and ending in a consonant—the vowel is usually short; for example, **sat, dig, jug, fog, vet**.
2. Open-syllable word elements containing only one vowel and ending with that vowel—the vowel is usually long; for example, **we, me, go, no, depot.** (Application of this generalization is true for three out of four words.)
3. Silent **e** word elements with two vowels, one of which is the final **e**—the **e** is generally silent and the first vowel is long; for example, **ride, plane, cute, paste, stripe.** (Application of this generalization is correct for approximately two out of three words.)
4. **R**, **L**, **W**-controlled word elements containing a single vowel followed by **r**, **l** or **w**—the vowel sound is usually neither long or short; for example, **spark, certain, short, small, draw.**

It is necessary to stress a flexible approach to the use of these visual clues with pupils. Generally, the reader tries the short vowel sound first, unless a visual clue signals the long vowel sound. All clues are used in order to increase recognition. However, when an unfamiliar word is produced or one that is incongruous within the flow of context, the reader's instructional experiences must reinforce a shift to another vowel sound.

Suggested Skill Development

Phonics describes all organized efforts to teach sound-symbol relationships. Inductive instruction, which systematically guides children to discovering sound properties, will produce the most lasting and usable knowledge. Reading materials are structured in such a way that specific lessons are used to help pupils in forming generalizations about specific sound-symbol relationships. Only when learners do not appear to be responding in accordance with their reading expectancy to initial phonics instruction, are sound generalizations simply provided along with repeated practice of them. Deductive phonics provides for directed instruction which is explicit about sound-symbol relationships.

Basic to an inductive program is a comprehensive understanding of instructional behaviors in developing word recognition. Three levels or stages of learning are involved: (1) auditory discrimination (2) auditory-visual match and (3) application in context.

Level 1 — Auditory Discrimination

Teacher's Role

Provide opportunities for pupils to listen for a given sound within a word. Initially, emphasis is placed on beginning and rhyming sounds. Students are guided to identify sounds associated with given letters. However, no mention is made of this relationship. Proceed to build on this association through a variety of activities. Work one sound-symbol relationship through all three levels. Avoid teaching those which are easily confused sequentially. The first letters of children's names are a good place to begin.

Student Reinforcement

- Ask children to say other words that begin like the given sound.
- Have pupils collect pictures from magazines or catalogs and sort them according to the same beginning sound. These could be mounted on a chart under appropriate key illustrations.
- Given sets of pictures, students select those which have common beginning sounds.
- As an oral activity, children complete short rhymes begun by the teacher.

  We have fun
  In the ______.
- Prepare simple poems and nursery rhymes for choral speaking.
- Given a letter such as **m,** three or more students create a sentence, each word of which begins with the letter named: **M**ollie **m**isses **m**usic **M**onday.

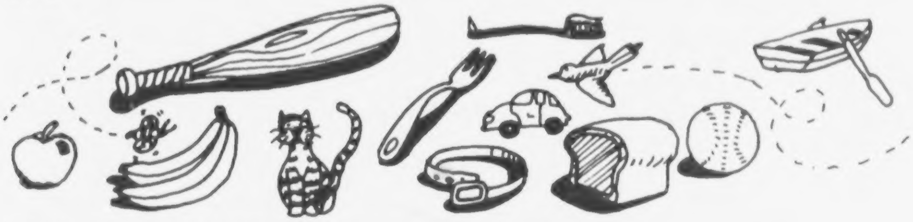
Level 2 — Auditory—Visual Match

Teacher's Role

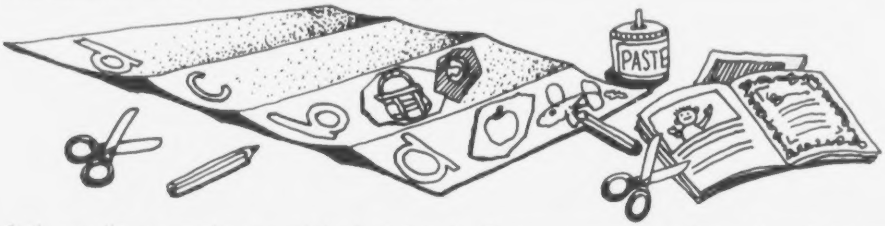
Guide students in making the generalization that the sound they hear is distinguished from other sounds by a visual symbol. Readiness for this level of learning is built by printing the initial letter of a stimulus word on the chalkboard. The sound is not isolated but emphasis is placed on it as a part of the stimulus word. List several other sight words that begin with the same sound. After reading them, draw from the children the similarity between initial letter and sound. Ask for other suggestions. Students check their responses by repeating their word and one from the list of sight words to determine if the beginning sounds do in fact match. Students are ready for the next level when they can select an alphabet letter for the initial sound of a spoken word and label pictures with initial consonants for objects shown.

Student Reinforcement

- Have students name all of the objects in a picture that begin with a given letter.



- Label or match beginning sounds of pictured objects.
- Sort collection of small objects by initial sound.
- Fold a large piece of paper into four lengthwise sections. Label each fold or shelf with a given letter. Pupils stock the shelves with objects cut from magazines or by making illustrations.



- Ask pupils to make an alphabet book. Consonants can be printed in one color and vowels in another. Have each student decide what kind of book he will make (toys, animals, machines).

Level 3 — Application in Context

Teacher's Role

- Despite the fact that children are not asked to respond to an isolated sound during the previous stages of instruction, auditory and visual discrimination skills are now applied to a total reading experience. Though discussed separately, these learning stages do not usually occur in a separate and discrete way. Children with good auditory and visual discrimination skills progress from one level to the next almost imperceptibly. For those pupils who have difficulty with the auditory-visual match, the association is strengthened through manipulative materials, pictures and kinesthetic activities.

Student Reinforcement

- Create "word families," word elements that contain vowel and consonant elements to which an initial consonant can be added. Practice reading these words in phrases and sentences.
- Print riddles on the chalkboard. The initial consonant letter of the answer is given as a clue in the last line.

- Have students use consonant and context clues in order to achieve closure in an experience story in which certain words have only the initial consonant given.
- Give students sentences in which long vowel sounds predominate for the purpose of oral reading.

Suggested Criterion Referenced Measurement

Given selections on the instructional level for an identified group, the students will use auditory and visual discrimination skills in the recognition of unknown words.

IV. Structural Analysis

Objective:

To help the teacher focus students' attention on structural units in words so that, when these units are blended with the other word parts, recognition occurs rapidly and efficiently.

Instructional Concept:

Attention to word structure extends students' ability from decoding one or two syllable words to multisyllable words which can then be analyzed efficiently. Phonic analysis combines with structural analysis to make it possible for word recognition to occur more rapidly. Using structure requires skill with several tasks: distinguishing between root words and endings; hearing syllables within a word; dividing a printed word into syllables; and most important, synthesizing word parts to form a recognizable whole word. The latter task requires the application of all phonic and structural knowledge, thereby providing an indication of students' total word recognition power.

Suggested Skill Development

Instruction develops pupils' understanding of root words, affixes and syllables. Careful observation has revealed that learning to hear and see structural breaks in words does not result from memorizing rules. The process occurs inductively as pupils apply knowledge sets about the sounds of structural patterns. A few clues for dividing words structurally are emphasized.

Recognizing Endings

Teacher's Role

An awareness of endings as well as affixes is developed with root or base words. Skill in separating these structural units makes it possible for students to recognize derived word forms. If this is not accomplished, children face the task of learning each derived form as a new sight word.

The instructional approach for building awareness of root words, their endings, and affixes involves children in the process of comparing and contrasting. Initially, contrast between base words and their endings is noted. The addition of endings is highlighted visually by placing words in proximity or with the use of color. These structural elements are presented in such a way that they are recognized instantly as a unit.

Comparing and Contrasting

ask	think	know	thank
ask**ed**	think**s**	know**s**	thank**ed**
stop	open	walk	take
stop**s**	open**ed**	walk**ed**	take**s**

Develop sentences with children using some key words and print them on charts. These language experience skill charts are then available for reinforcement as well as review during the next instructional period.

Planned beginning instruction does not include derived forms involving spelling changes. Pupils add endings, and the teacher can pronounce the derived form. However, as spelling changes are encountered, focus student attention on recognition of the derived word in a context. The teacher then initially assumes responsibility for the writing and spelling of the derived word.

Student Reinforcement

- Have children become involved kinesthetically by manipulating structural units. One example would be the rotating wheel. Inflectional endings could be printed around the circumference. Smaller circles with sight words could be fastened to the center of the larger circle and then rotated in order to determine appropriate auditory-visual matches.
- Develop sentence cards and give them to pupils. These will contain several sentences with words missing. The cards have attached envelopes containing an assortment of words, each of which is represented in several forms. Children locate and insert the correct word in each blank.

- Ask pupils to supply endings in language experiences.

Sam and Mike were walk . They walk near the river. Sam saw two water snake . Sam call to Mike. Sam and Mike look for the snake . They were crawl away, but one rest on a rock. Sam pull it off the rock.

Recognizing Syllables

Teacher's Role

Step One

Develop pupils' awareness of syllables to the degree that the meaning of the term has been clarified. Select words for instruction and practice which are within the children's listening vocabulary. It is necessary that the syllabic divisions be easily heard in these words. Children break the words into speech units as they are pronounced.

Step Two

Instruction takes students beyond auditory discrimination of speech units to a visual match with the structure representing the sound. It is important that pupils learn to recognize visual clues to breaking places for dividing words into syllables. However, emphasis is placed on making as few divisions as possible, rather than on dividing a word into the correct number of syllables. In fact, grouping syllables promotes faster recognition than if a word is broken into unnatural units, thereby losing its identity. It needs to be remembered that the role of syllabication is to aid in word recognition. Learners use this aid in order to arrive at an approximate pronunciation of an unknown word. Then, context clues provide the bridge from approximate pronunciation to full recognition.

Visual Clues To Syllabication[*]

1. Prefixes and suffixes are separate syllables.
2. Separate two consonants together.
3. Blends and digraphs are not separated.
4. A consonant between two vowels usually goes with the second vowel.
5. A consonant preceding **le** usually goes with the **le**.

Suggested Criterion Referenced Measurement

Given new words, students will recite the speech units of which each word is comprised, blending them together to arrive at an approximate pronunciation which is clarified when the word is read in context.

---

[*] These are verbalized by students only when the teacher wants to check the thinking accompanying the use of a visual clue.

Comprehension

Objective:

To enable the teacher to use the directed reading lesson to guide the comprehension of children.

Instructional Concept:

Comprehension of a story focuses on the interplay of the characters, their actions, and the setting. The degree to which readers become involved in this interaction is a measure of their comprehension of the total story experience. Therefore, appropriate questions and activities are those which determine and expand the reader's personal involvement with the story.

Student responses to what has been read are constructed in such a way that appreciation and enjoyment are maintained. The body of the lesson needs to reinforce the concept that reading is more than the retention of facts. A significant approach to facilitating student response is to focus on pupils' thinking, emotions and imagination. This teaching strategy is especially appropriate in the primary grades where so much of what is encountered in print is story-type material. This format provides a reading context familiar to children. The less formal language patterns and the familiarity of setting assist the beginning reader. They also aid in the translation of written symbols to oral language patterns which the reader recognizes from speaking and listening experiences.

Involve children in a story by appealing to their personal experiences. Factual questions can clarify the focus. However, when answer oriented responses are the mainstay of story analysis, readers lose sight of their relationship with the author, and reading becomes just a skill to be performed on cue. **Guiding the comprehension of children through the directed reading lesson will encourage a creative response based on both cognitive and affective points of view.** In other words, when students are asked, "What would you have done if you had been in Jill's place?" knowledge of the particular situation is needed before pupils can express their feelings.

Suggested Skill Development

Prepare teaching guides that stress the story line and children's natural responses. As a result pupils will become skillful and interested.

The following outline guide is applicable to situations where a story has been shared with children, a group has read a selection together, or pupils have read books of their own choice. Basically it is an instructional framework at the core of the curriculum.

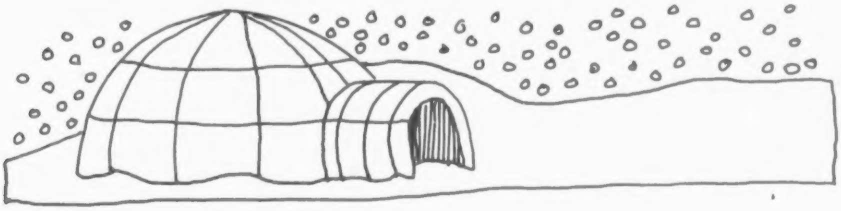
OUTLINE FOR DIRECTED READING LESSON

1. Preparation

A major feature of this step is motivation. In order to interest students, gather enthusiasm for the material by getting to know it. Perhaps an oral interpretation could be given of a section that would be particularly engaging to the children.

Purpose setting and vocabulary development are other significant components. Through discussion children are guided to find clues as to what the story is about. Purposes are set by making questions from titles, forming questions from pictures in the story, and skimming to obtain sufficient information to formulate questions about what is to happen. Record children's responses on the chalkboard.

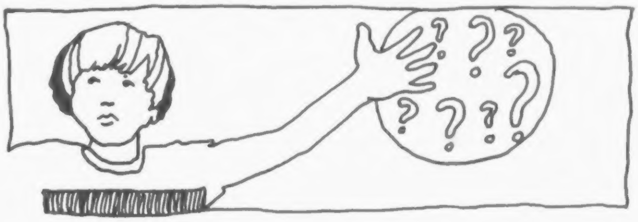
How would you feel living in a strange land?
What does the word **snow** make you think of?
What do you think it's like inside an igloo?
How would you feel if you had to move to another town?
What do you think of when you hear the word **summer?**



2. Reading

Silent reading requires teacher guidance. Students are reading to satisfy the motivational purposes that were established during the preparation step. As children are directed in silent reading, ask questions at designated intervals in order to determine if the reading has been meaningful, set new purposes for the next section to be read, and direct rereading if necessary. As pupils respond, they can be asked to find proof for their answers in the text.

What do you think is going to happen to Joe? Why? (prediction)
What happened to Joe? (actions)
How did Joe feel about his problem? (characterization)
What might have happened if Sara had seen the accident? (hypothesis)
Why did the accident happen? (purpose—main point)
What caused the problem? (setting)
Who is telling the story? (point of view)



3. **Response**

Talk with children about what has been read. Determine if the necessary facts and details can be located or recalled. Emphasize the readers' values and feelings as interpretations are made.

What might you have done?
Who would you like to have been? Why?
Tell about anything like this that has happened to you.
What made you feel good in the story?
How did you feel about the character? Why?
Did you like the story? Why?

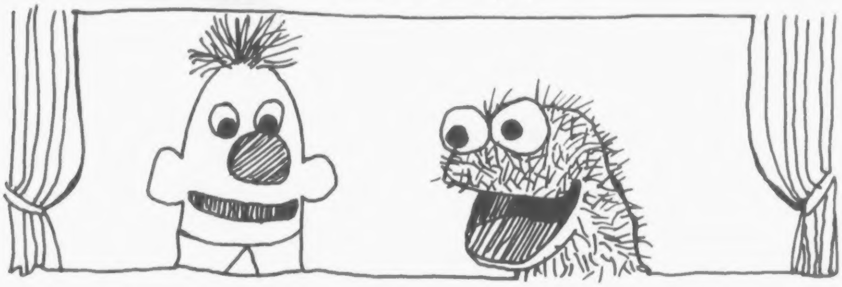
4. **Rereading**

When comprehension is not clear, direct children to reread orally or silently. Pupils may also find passages they want to share with others, thereby creating meaningful oral reading opportunities. Oral interpretation before the class or on tape can take several forms. Students could prepare choral readings, varying intonation and rate. The dramatic reading of parts would reveal the readers' perceptions of the characters as well as an understanding of the author's style. Also consider conducting oral reading sessions with children reading to each other in pairs. Key vocabulary emphasized by reading the contextual setting in which words are found will further develop understanding.

5. **Enrichment**

This step initially involves an extension of the reader's involvement in and response to the story. Include in the discussion a retelling of the story with one element, such as character, action, or setting, changed. Some children enjoy writing new endings to stories. Interpretation and dramatization, using masks, props, or puppets, focuses on play acting. This includes pantomime, improvisation, and role playing. Have students act out the entire story or a single event, portray a character or themselves in the story's setting. Ask students to interpret a story element in a visual art form.

When children express interest in the ideas of a story, direct them to other materials of similar content or style.



Suggested Criterion Referenced Measurement

Given a story selection, students will read and respond both in a cognitive and affective manner.

I. Locating Information

Objective:

To enable the teacher to guide students in the use of locational skills.

Instructional Concept:

Locational skills are critical to functioning in everyday life. During the preparation step of the directed reading lesson, children are guided in the location of titles or key phrases as a means to establishing purposes for reading. Frequently, they are asked to locate key vocabulary so that its meaning may be developed in context. Asking children to locate facts and details is not intended to confine their comprehension, but rather to alert their thinking to story possibilities. The effectiveness of this procedure has been confirmed, especially in the primary grades. **Comprehension is affected by our initial expectations.**

Suggested Skill Development

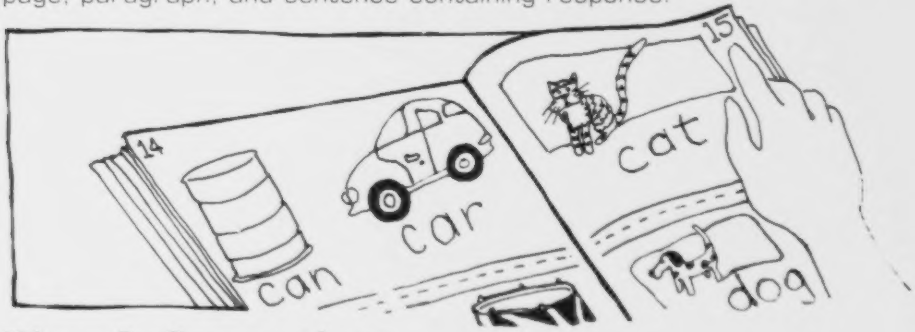
Locating information involves several major activities. Both oral and printed directions are involved in the development of the locational skills.

Teacher	Student
• **Finding facts and details** Indicates whether or not students are understanding the material by testing their ability to locate the requested information. Requires pupils to be familiar with characteristics of written materials.	→ Becomes familiar with placement of page numbers. Understands concept of story parts. Recognizes sentence indicators, the beginning of a paragraph, and phrases as parts of sentences.
• **Using book parts** Initial skill development with titles, using the contents pages, the preface, introduction, and publishing information establishes the foundation for the beginning of critical reference work as reading of content material increases.	→ Locates a specific title in a listing of several titles. Uses contents pages to find stories read or to be read. Knows the types of books in which a preface and introduction can be found and the kinds of information they will contain.

Teacher	**Student**
	Evaluates authority of material using publishing information.
• **Using reference aids** Numerous sources of information are available to the student. They include dictionary, maps, telephone books, and newspapers. Using these sources involves basic alphabetization and ordering skills. One application of this knowledge is found in student construction of picture dictionaries.	→ Demonstrates skill with the processes of alphabetizing and ordering.

Suggested Criterion Referenced Measurement

Given a request for the location of information, students will identify the page, paragraph, and sentence containing response.



II. Recalling Information

Objective:

To help the teacher to focus students' attention on those facts necessary to support higher levels of reading and thinking.

Instructional Concept:

Remembering facts and details is needed, but it is important that the bulk of instruction not emphasize the mere recall of information. This type of instructional emphasis is vulnerable to a rapid rate of forgetting; memorized information does not represent a depth of understanding. Determine the necessary amount of recall, and then turn to strategies requiring expanded student response.

Generally students are asked to use memory skills during the preparation (#1) and rereading (#4) steps of the directed reading lesson. Therefore, build goal-setting experiences or purposes for reading that will involve students in the story line. During rereading, if children are unable to understand the details, find types of rereading which will clearly illustrate factual understandings.

Suggested Skill Development

The thought process involved is the recall of directly stated facts. This involves encouraging children to pay attention to significant details, to remember them, and to relate them to the more important ideas.

Teacher		**Student**
• Emphasizes the names of people, places, things, dates and major events during reading.	→	Indicates an awareness of what is to be recalled, which triggers the mind to remember it when encountered in the material.
• Indicates to children when material has sequential information in it.	→	Perceives groups of items that are related in time.
• Starts with a sequence of two events. When children can tell which came first, adds more events one at a time.	→	Obtains practice from such activities as following oral directions and recalling events from a story which has been read to them.
• Cuts apart comics from the Sunday newspaper and pastes on cards. Numbers the backs of the cards to make the activity self-correcting. A variety of exercises can be developed with headlines and pictures.	→	Places comics in sequence.
• Cuts appropriate experience stories into parts.	→	Orders phrases to make sentences, then sentences to convey story sequence.
• Directs children's attention to sequencing clues used by authors.	→	Recognizes sequence words, numbered items, steps in a process, dates, and time order clues.

Suggested Criterion Referenced Measurement

Given a story selection, students will recall the factual information in response to the purposes established for reading.

III. Organizing Information

Objective:

To enable the teacher to help students express the author's ideas, using their own words and experiences.

Instructional Concept:

Translating the printed message into a different form of communication describes the reader as he organizes. In addition to a verbal format, it can also be pictorial or graphic. Retelling is a parallel communication as opposed to the recalling of information. The sequencing activity is a bridge to organizing.

Summarizing and paraphrasing are two of the most important forms of organizing. Observing pupils' ability to see the relationship between details, draw the central ideas from a series of thought units, and then retell the content is a good indicator of the degree of their understanding. When children are asked to relate the author's ideas, using their own words and experiences, interpretation is involved. The importance of this skill demands that considerable attention be given to it.

Suggested Skill Development

Include in the preparation (#1) step of the directed reading lesson reading purposes which will involve summarization activities. This is also the time to meet the needs of children who have difficulty relating to the content of a story. Additional vicarious experiences may be necessary in order to build their background knowledge. Audiovisuals may be used to assure children's experiences with story concepts.

Frequently, when students are asked to paraphrase a story, their response is merely a recall of information instead of a statement of the author's ideas in their own words. Probing techniques, which accept but urge further refinement, may be needed.

Teacher		**Student**
• Paraphrases children's language experience story. Prints it on a chart and places beside the original story.	→	Matches sections of the teacher's story with own.
• Emphasizes main idea.	→	Identifies most important story actions and builds them into scenes for a play.

Teacher	Student
Stresses interpretation paraphrasing.	Performs role without the book.
Analyzes topic sentences.	Matches cut-out topic sentences with appropriate paragraphs.
Develops open-ended questions which call for summarization. Varies activity—oral or written, drawn or acted out—in order to maintain interest while continuing to develop the skill.	Responds with word, phrase, sentence, or paragraph.
Uses three or four cartoons on the same subject to develop paraphrasing, analytical, and interpretive skills.	Writes captions for cartoons. Other children try to match captions with pictures.

Suggested Criterion Referenced Measurement

Given a story selection which has been read silently, students will retell it, not only demonstrating organizing behaviors but paraphrasing and summarizing.

IV. Predicting

Objective:

To enable the teacher to stimulate students' ability to anticipate likely outcome.

Instructional Concept:

The anticipation element is extremely important in reading. As we read, facts, details, and generalizations are recalled in response to printed or pictorial cues. As we become more knowledgeable, skill is gained in anticipating content. A broad knowledge base frequently makes it possible for us to know the content of a book by simply looking at the table of contents page. This also explains some individuals' ability to skim material and still know the content.

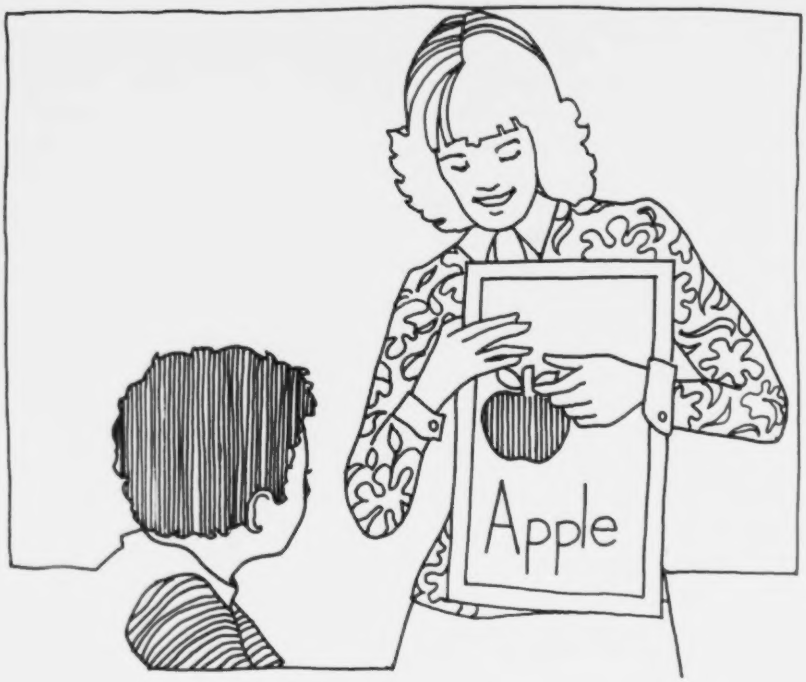
Suggested Skill Development

The preparation (=1) step of the directed reading lesson includes the development of the conceptual background necessary for making reasonable predictions. Pupils may be able to decode all words, and still lack understanding of the concepts. If instruction does not nurture the needed depth, students will experience difficulty with the material even if the vocabulary has been "introduced." One of the best ways to determine the strength of the background students bring to the reading task is through questioning. This offers one indication if pupils will be able to generate predictions from the clues at the beginning of the story.

Teacher	**Student**
• Presents pictures from various sources which indicate the beginnings of a possible happening. Asks pupils to predict likely consequences. →	Predicts outcomes from pictures. Children self-check predictions where applicable by looking at next picture or reading the story.
• Discusses story titles by asking for predictions of what story will be about. Serves as a facilitator in getting as many ideas as possible surfaced. When discussion appears to be exhausted, quickly summarizes and has students read to find out what does happen. →	Predicts outcomes from titles. Children's thinking is open and not restricted to verifying teacher-made prediction.
• Asks questions which will guide students in arriving at generalizations or main ideas. If unexplained dilemmas are left unanswered, students are motivated to seek closure. →	Predicts outcomes from story parts or situations.

Suggested Criterion Referenced Measurement

Given pictures, titles, or story situations, students will predict outcomes from their knowledge base.



Corrective Reading

Objective:

To help the teacher recognize the importance of corrective instruction in preventing students' reading difficulties.

Characteristics of a Corrective Program

A sound corrective program requires diagnosis, goals, selected teaching materials, teaching time concentrated on a task, and learning time with integrated practice. Planning in this way provides for an efficient use of teacher and pupil time.

Corrective instruction meets the immediate needs of children, while, on the other hand, a remedial program deals with children who are generally two or more years below their reading expectancy or grade level in reading achievement. This type of instruction is provided by a remedial reading teacher outside of the regular classroom setting, usually in a clinic or special classroom. The idea of compensatory teaching-learning is a constant with the introduction of each new concept on all educational levels. This is not because other programs have failed, but that by themselves they can accomplish only a part of the task. Special compensatory programs for only the primary grades seem to suggest that third grade skills are the goal of education. A philosophically sound compensatory strategy is one that provides equal and age appropriate corrective efforts throughout all grade levels.

The more corrective instruction provided by the classroom teacher, the fewer pupils who will need remedial instruction. Providing corrective reading instruction depends on the teacher's ability to diagnose a student's reading status, to teach the child on the appropriate instructional level, and to develop a sequential reading program that is relevant to the child.

The corrective program provides for a vast range of individual differences. In order to meet the variety of needs, provisions are made for teaching individuals and small groups. The teacher cannot engage in this type of instruction unless the remaining children are at the same time involved in independent activities requiring little or no teacher direction.

Flexible types of grouping are organized. A teacher may form a skill group for corrective instruction according to a specific skill need, such as using the table of contents page. Teaching focus is directed toward product outcomes. Children demonstrate that they have achieved competency with an identified skill. For example, when children leave the instructional group, they will demonstrate that they know how to use the table of contents page to locate information. Groups are organized for independent activities at the same time. Students are involved in a task or are engaged in a reading experience. The emphasis is on process outcomes. Both types of groups function simultaneously and are complementary in nature.

Corrective instruction that is effective can be described as a four-step procedure:

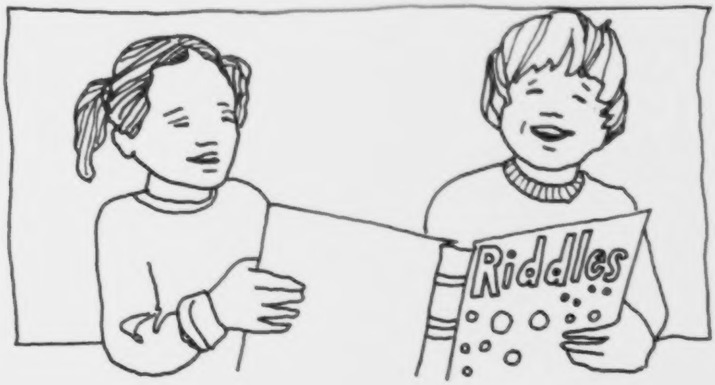
1. Determine a specific skill need.
2. Diagnose in order to identify those children who have not attained the identified competency.
3. Teach for the skill with the students who have the determined instructional need.
4. Test again to make certain that the children have achieved an appropriate competency level. If not, provide additional instruction.

This four-step procedure can be followed with any approach or material. The question simply is one of how many pupils continue to need direct instruction for a specific skill after it has been introduced.

A sound corrective program will build student responsibility for learning and carry it out through the independent activity groupings that reinforce skill instruction. When children are given goals that they see as relevant and attainable, along with the means to achieve these goals, they frequently persist in their efforts to learn far beyond what adults would ask of them. Corrective treatment capitalizes on this drive to learn and to succeed.

Responsibility for learning can be fostered in a number of ways. Pupils working apart from the teacher while direct instruction is being given can still receive immediate reinforcement. An older student or teacher aide may be recruited to work with pupils in practice sessions. Children who need similar practice may work together as reading partners. Self-help instructional aids will also foster independent learning.

Independent work habits can be developed. Every teaching skill session needs to be followed with independent, self-corrected practice. The use of self-correcting devices is encouraged. Pupils can construct their own practice materials, for example, consonant cards and picture clue cards for the short vowels. Children can practice a procedure with another child who has partially mastered the particular skill. This is also good review for the teaching child. Appropriate activities would include making a reading game, writing and illustrating a rebus story, and constructing a language experience chart. Students of similar reading ability can take turns reading to each other from books which are for recreational purposes and on their independent level. The environment for this experience needs to be one in which the children feel free to help each other, to laugh, and to discuss mutual points of interest. In many ways this provides better oral reading practice than is often received in an instructional group. Two children taking turns reading to one another build fluency, speed, recognition of sight words, and confidence in their ability to read.



Responsibilities of the Corrective Teacher

Competent classroom teachers are aware of the developmental aspects of reading, whether the students' reading levels are gifted or remedial. Those basic skills which underlie the reading act are identified and a tentative learning sequence is established. This awareness is reinforced by knowledge of diagnosis, correction, and organization. **Having the unlimited opportunity to: observe daily learning; administer preventive strategies; detect problems in their early stages; and distribute needed correction with regularity as well as consistency--these are the advantages of a corrective emphasis in instruction.** The teacher with the corrective attitude will use several approaches and a variety of materials. All children are not restricted to one learning style, one set of materials, and one methodology.

The corrective reading teacher has a thorough knowledge of reading skills, their sequence, and their interrelationships. At the foundation of these understandings is a commitment to the goal of reading instruction—to develop an individual who has the skill and desire to read widely and critically for the purpose of solving problems, entertaining himself, and gaining an appreciation of life. The daily teaching of reading toward this goal can be categorized into two major skill components: word recognition and comprehension. Specific areas of development comprise each category.

Word Recognition	**Comprehension**
Context analysis	Locating information
Sight words	Recalling information
Phonic analysis	Organizing information
Structural analysis	Predicting

While these are areas of skill, each teacher establishes the tentative learning sequence. Despite the fact that competencies do not emerge in the same order for all students, there is value in recognizing the sequence of skill development as planned by the authors of basal series. The scope and sequence chart prepared by the publisher is helpful in noting how specific skills are patterned. However, this information is not used to impose a pattern for growth on the learner.

There are several ways in which the teacher can focus on the skill needs that will permit growth. Probably the most common is to use the skills sequence in a set of materials as the means for diagnosing need. Since there is no guarantee that the sequence is appropriate for the learner, other assessments would need to supplement this diagnosis.

Many teachers are diagnostic listeners. Skill deficiencies are noted rather nonsystematically since specific tests are not used. However, notes are made of errors that are observed specifically in oral reading and with comprehension.

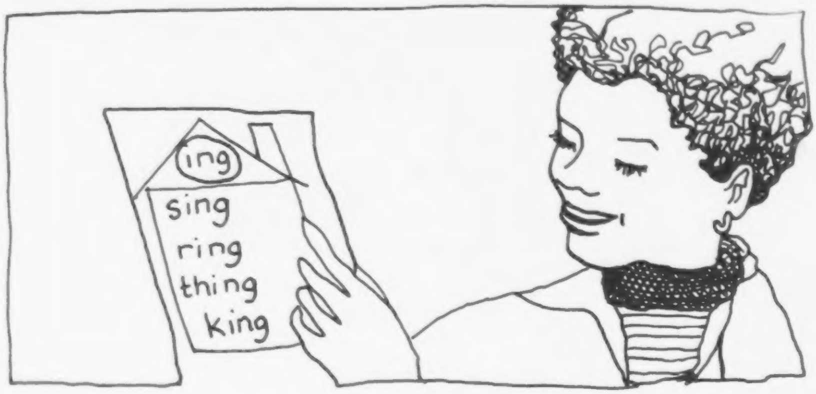
Using formal or informal measures of specific reading skills is the systematic approach to diagnosis. Generally, skills are tested in isolation. Some students have deficiencies not measured by such tests. Skill dimensions are explored systematically only for the purpose of specific prescription.

Diagnosis begins with the teacher's observations and proceeds to a systematic examination of outstanding skill needs for the purpose of specific corrective prescriptions. The emphasis is on informal measures, because the corrective reading teacher derives quick but accurate skills measurements as an integral part of the daily instructional program.

Diagnosis and Correction

Thorough diagnosis leads to clearly defined goals. The pupil who knows that there is a need to improve in the recognition of basic sight vocabulary and what this knowledge has to do with knowing how to read will work with greater independence and motivation than the one who is simply told that a given vocabulary must be learned. Given defined short-term goals, the learner is in a position to help select practice materials from well-organized resources. The learner becomes an active participant in the structuring of instruction and the evaluation of progress. The diagnostic test identifies learning gaps. Teacher observation and judgment confirm and extend the interpretation of pupil learning behavior. Focusing on what has not been learned is the foundation of corrective instruction.

The majority of children in a class have mild skill problems. These require immediate classroom attention if they are not to develop into more severe disabilities. The only general solution to reading difficulties is to correct them before they reach the crisis stage. Without this instructional attitude, the number of children and amount of expense involved in treatment through remedial programs would assume such proportions that school systems would be unable to deal with them. No one is in a better position to prevent reading problems through corrective instruction than the classroom teacher.



Perhaps the most important diagnostic technique is the classroom observation of the child by the teacher. It is probably the best way of understanding how a child reads. In order to avoid misinterpretation of observations, it is important to remember these things:

- Those observations reported by teachers of previous years do not describe the present reading performance of the changing and growing child.
- Only **tentative** generalizations are formed about the children's reading. They are used to confirm or reject the findings of other diagnostic techniques.
- Observations may tell more about the teacher than about the student.

- Observations are most meaningful when interpreted in conjunction with individual conferences, test results, and other information. However, the immediacy of observation is one of its strongest characteristics. It makes possible corrective action at the moment needed.
- Observation skills can be heightened by being aware of what can be observed. Children's sharing through discussion as a prelude to a language experience story provides a setting for observing many behaviors:

rich vocabulary

use of complete sentences with some complex structure

creative imagination

sense of humor

interest

self-confidence

Oral reading presents another meaningful situation for observation. As a child reads aloud for diagnostic purposes, the degree of skill development can be observed in the following areas: word recognition, pronunciation, phrasing, and expression. The student's attitude toward reading can be inferred by the teacher during an oral reading session.

Apply the following checklist of criteria to a class group and confirm observations as to those pupils in need of corrective instruction.

PUPILS NEEDING CORRECTIVE INSTRUCTION

Pupils' Names

Criteria									
1. LETTER RECOGNITION —cannot name letters of alphabet —does not recognize letters named —cannot associate upper case letters with lower case									
2. SIGHT VOCABULARY —confuses words of similar configuration —miscalls high frequency words —fails to recognize root words —does not retain new sight words									
3. PHONIC ANALYSIS —lacks auditory and visual discrimination of consonant and vowel sounds —confuses similar sounds —does not use visual clues to short and long vowel sounds									
4. STRUCTURAL ANALYSIS —does not recognize root words, endings, and affixes —cannot divide words into syllables as a clue to an unknown word —does not use visual clues as to syllable breaks —has difficulty blending known parts									
5. COMPREHENSION —cannot locate facts and details —lacks familiarity with characteristics of written materials (page numbers, story parts) —cannot remember facts and details —lacks ability to sequence information —cannot paraphrase author's ideas —cannot retell story —lacks summarization skill —cannot predict outcomes from clues									

Include a realistic appraisal of the factors which might be affecting pupils' learning capabilities, such as intelligence, general health, and emotional stability. Supplemental information may be obtained by considering:

—attitude toward reading

—pupil's reading expectancy level

—language development

—listening comprehension
(Read aloud sections of increasing difficulty and check pupil's understanding through questions over the content.)

—vision and hearing records

—past school history
(school adjustment, frequent absences)

—family background based upon factual information

—child's interests

Suggested Criterion Referenced Measurement

Within a class group of children, the majority will be receiving corrective instruction from the classroom teacher as evidenced by flexible skill groupings complemented by student involvement with independent activities, the majority of which are self-correcting.

Uses of Reading

I. Critical and Creative Reading

Objective:

To enable the teacher to ask questions which will guide students to making either a critical or creative response to the message of the author.

Instructional Concept:

Problem-solving activities can be either critical or creative. A critical reaction calls for the bringing together of all facts, details, and generalizations for the purpose of evaluating the author's ideas. Convergent thinking skills are required as points are challenged and defended. Creative reactions require divergent thinking activities. New ideas are developed and extend from those presented by the author.

If comprehension, according to the teacher's standards, is to occur, it is important to make certain that the material is appropriate to the reading levels and experiential backgrounds of the students. **Pupils cannot reflect in a critical or creative way on material they cannot understand.**

Suggested Skill Development

The types of questions asked by teachers are extremely important in the instructional process. Problem-solving questions, specifically, will necessitate the children's using the ideas of the author. They are asked to compare or contrast them, organize them, and apply them to a problem situation.

Some techniques for teaching critical reading would include the following:

Teacher	**Student**
• Selects a controversial subject suitable to the interest level of the class and facilitates the debate and discussion of it. →	Discussion: Should boys be welcomed as members of Camp Fire Girls and/or girls invited to join Cub Scouts?
Motivates children to gather more information to support their opinion.	
• Has students compare written information. →	Capitalizing on interest in the family, pupils read many books about families. Then discuss various standards of living, discipline, and other components of family life.
	Compares similar versions of stories in different books.
	Reads several books about the same person and compares presentations.
• Presents accounts of the same incident as reported in various newspapers, magazines, on television, and on radio. Current events provide an excellent opportunity for critical reading. →	Students are guided to distinguish between fact and opinion.

Teacher	**Student**
	The class may become interested in writing their own newspaper. This would include articles and editorials along with book reviews.
	Experiences the operation of a local newspaper through a field trip.
• Focuses student attention on different styles of presentation in different media.	How is the TV news presentation different from the magazine article?
• Plans for students to follow the writing of one author in order to discover his interests, points of view, and bias.	Collects articles of newspaper columnist.
	Writes letters to authors and illustrators to obtain biographical information. This becomes a platform from which to look for reflections of the authors'/illustrators' lives in their works.
• Asks students to listen critically to television and radio messages. Sharpens their ability to pick out clue words which alert listeners to faulty or persuasive arguments.	Practices spotting misleading words. Collects paragraphs from a children's news publication and identifies words on which the entire meaning depends.
	Writes own persuasive paragraphs and asks classmates to test their critical reading skills on them.
	Collects newspaper and magazine advertisements using misleading words.

Creative thinkers use reading material as a jumping-off point to other ideas. Releasing children from restrictive guessing games requires a questioning process which is liberating and mind-expanding. Generally, these types of questions are characterized as being open-ended and not limited to a single response. Children have the opportunity to examine all possibilities.

The following types of questions are illustrative of those which, when connected with story content, would encourage a creative response.

Characteristics of Creative Questions

Open-ended	What did you think of when . . .?
Not limited to a single response Stimulate inventiveness and fantasy	How many ways can you think of to . . . ?
	What are all the things that could occur?
	How many possible solutions can you describe?
	How many different things would you see if . . . ?
	How did you feel when . . . ?
Develop sensory awareness	(Children are asked to clarify their own feelings about what happened in the story.)
Provide for speculation and conjecture	How many possible things could have happened to . . . ?

Suggested Criterion Referenced Measurement

Given a reading selection on the students' instructional level to read silently, children will respond to appropriate teacher questions in a critical and/or creative way as demonstrated by the convergent or divergent nature of their responses.

II. Recreational Reading

Objective:

To help the teacher know methods of motivating students to read and strategies for fostering the life-long habit of reading.

Instructional Concept:

Effective motivational techniques result in the initiation and direction of reading behavior. All responses are motivated by reflex, instinct, physiological need, or learned drive. With regard to learned or acquired drives, some pupils pursue the reward of grades without any interest in the development of the skill. Other students are not as interested in the end result as they are in seeking affection, self-esteem, and recognition along the way. Some learned drives resulting from preschool and in-school influences condition children to respond to reading instruction.

Seeing older family members read is one of the strongest motivations toward reading in preschool years. The availability of books is another contributing factor. Picture books are effective starters of reading interest, along with those books offering pleasing experiences with sight and sound. The importance of reading is communicated when the parent reads to the child.

In-school motivators of reading behaviors place emphasis on the pupil's need for affection and self-esteem. Traditionally, the variety of specific motivators includes grades, promotion or retention, symbols (such as stars), and praise or criticism. The students initiate and direct their reading behavior in competition with one another. As reading instruction progresses, the disabled reader's need for affection and self-esteem is not met. The successful student may lose the significance of the skill in the drive for the grade.

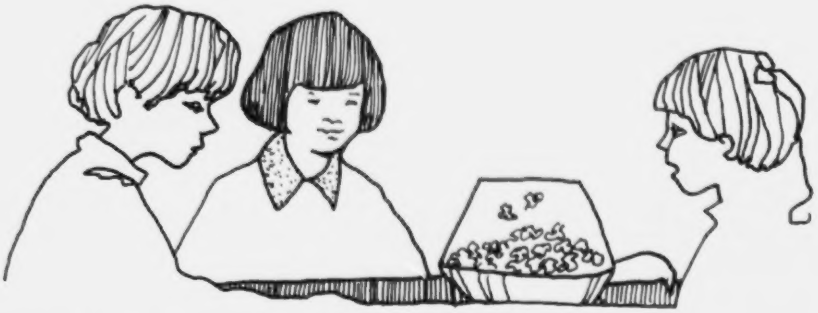
Motivational patterns cannot be significantly altered until skill sequences are adapted to individual pupils. Groups are flexible in nature and are designed to meet pupils' needs. As needs are met, the composition of the group changes. Competition is based on the individual's attainment of identified personal goals.

A. Suggested Skill Development

Motivation is an individual matter. Something that is successful with one student may fail with another. This may also happen with a teacher employing a technique that worked for someone else. The following are some suggestions and guidelines for generating pupil interest in the reading process.

1. Provide materials related to interests.
   When reading coincides with interests and related questions, motivating forces are generated. The child sees value in what is read. Have mail carrier, police officer, fire fighter, doctor, dentist, or lawyer talk about ways reading has helped them.
2. Make available materials on various independent reading levels.
   Note that test scores reflect frustration levels. Success with reading material will motivate continuation of the practice.
3. Form a book club to stimulate reading interest.
   Book clubs capitalize on social motivation. They can meet during the day or after school, and may become involved in reviewing books, dramatizing them, or holding book fairs.
4. Use personal progress charts to illustrate growth.
   Competition with oneself is most effective. Charts can provide dramatic evidence with regard to number of books read, sight words mastered, and rate of comprehension.
5. Praise and encourage children in their progress.
   Nothing will ever be as significant as the teacher's approval.
6. Employ reading games to provide purposeful and enjoyable practice.
   - address an instructional goal
   - integrate with learning
   - avoid long directions
   - incorporate chance element so that all have an opportunity to win
   - cultivate self-competition
   - arrange for responses to be self-checking
   - involve appropriate numbers of students.
7. Use stimulating questions.
   Ask questions that children must answer in terms of their own experiences, beliefs, and aspirations. For example, instead of asking, "Where does Hank live?" say, "Why would you like to live where Hank lives?"
8. Schedule daily times of reading for enjoyment.
   Reading or library centers in classrooms can be inviting. Capitalize on the appeal of paperbacks.

9. Design book reporting procedures to stimulate interest:
   - create a poster to advertise the book read
   - highlight several incidents through drawings so that the book report becomes a picture book
   - model clay figures or dress dolls to depict characters
   - present informal dramatizations
   - write a letter to the author.
10. Issue certificates for book reading.
11. Provide aural experiences.
    Read to students every day. This also develops an appreciation of such things as even flow, punctuation, and phrasing.
12. Encourage student authorship.
    Students who write books may want to help other students learn to read them.
13. Develop language experience stories.
    A highly motivating activity such as popping corn can generate concepts through discussion which can be recorded in a language experience story. Some students can rewrite it in individual story books and others can tape record it.



Suggested Criterion Referenced Measurement

Given regular periods of time for recreational reading, students will read and make an appropriate response to what was read. Individual progress charts will evidence growth in amounts read.

B. Suggested Skill Development

Learning to read requires sufficient opportunities for students to develop the skill, strong support from the teacher, stimulating experiences, and time during which students internalize the process in their own way and in their own time. Self-selected reading meets these requirements. Both time and books are provided in order that students may select materials to read and then consider response activities.

Sustained silent reading is a self-selected reading strategy that seems most effective in producing the habit of reading. The concept eventually establishes silent reading as the primary activity of the reading period. Initially, a program of uninterrupted silent reading occurs daily for as little as four or five minutes. Goals are established so that increasingly greater increments of time are spent sustaining silent reading. Time charts or daily logs can be maintained. A critical factor in the success of this strategy is the commitment of the teacher. To be meaningful the activity must occur every day. Both teacher and pupils read books of their choice. In some school districts, the total building population is involved in a program of sustained silent reading. Ultimately, students read a quantity of material as a result of the structure and opportunities provided through this time period. What better way to provide reading practice than by encouraging children to read.

Careful consideration needs to be given to the interplay between interest, motivation, and self-direction in relation to the reading levels concept. Valuable applications of this concept have resulted in efforts to teach readers on their instructional levels and to differentiate instruction accordingly. However, the conventional use of reader levels can have significant limitations.

Readers who find a really good book, with ideas they want to learn about, will frequently outdo their own instructional levels of performance.The power of this interest factor is drastically reduced when the criteria of complete comprehension or perfect oral reading are insisted upon. Recreational reading time can be spent with material that may be classified as too difficult. However, readers are encouraged to comprehend as many ideas as possible regardless of the number of unknown words. Getting a few ideas of importance to the student from the material is more vital in this situation than obtaining all the ideas of importance to the teacher. Recreational reading can be a silent search for ideas.

Suggested Criterion Referenced Measurement

Given a regular time for free reading daily, students will select books and sustain silent reading for increasing periods of time.

Pretest Information Check

1. Seven major components of reading readiness development are

   visual perception
   auditory discrimination
   visual memory / recall
   sequence directionality
   gross motor and eye-hand coordination
   self-concept
   language use

2. Five areas comprising training in visual perception are

   form
   size
   color
   detail
   quantity

3. Auditory training begins by distinguishing gross sounds in terms of

   intensity
   pitch / tone
   duration

4. Language development is facilitated by providing a variety of experiences in

   listening
   speaking
   reading
   thinking
   writing

5. Readiness activities initiating recall competencies involve

   sensory experiences
   ideas having personal meaning
   associating new ideas with known things
   experiences with ideas solving a problem
   situations with emotional accompaniment

6. Activities which nurture growth in the comprehension of sequence include

   ordering objects visually
   recalling order of events
   moving from concrete to abstract

7. Planned activities in movement help children to grow in at least four ways

   self-concept
   feeling and expressing emotional language
   problem-solving
   self-knowledge in relation to space, direction, force, and time

8. Some general characteristics of the five-year old

   unstable visual mechanism
   predominant use of large muscles
   short attention span
   rapid language development

9. Kindergarten at its **best** is a **dynamic language experience.**

10. Word recognition skill is developed most meaningfully through **language experiences.**

11. Five outcomes of reading to children are
recognition of new words
broadening of interests
extension of concepts
internalization of sentence sense
enriching of vocabulary

12. Six classifications of context clues include
mood
summary
synonyms
comparisons
experiences
familiar language expressions

13. All of the following describe sight words
usually have picture referents
names of story characters
color and number words
action and structure words
sound-symbol relationships **cannot** be constructed synthetically

14. Seven different types of reinforcement activities which give additional practice with sight words are
sentence-making
word banks
substituting
inserting
rebus cues
closure
dialog

15. For the beginning reader, the **most** important aspect of phonic analysis is **initial consonants combined with context clues.**

16. Inductive phonics instruction includes these stages of learning
auditory discrimination
auditory-visual match
application in context

17. Using structural analysis requires skill with several tasks
distinguishing root words and endings
hearing syllables within a word
dividing a word into syllables
synthesizing word parts to form a recognizable whole word

18. Comprehension focuses on
interplay of characters, actions and setting
reader's personal involvement with story
a creative response based on both cognitive and affective points of view

19. Five characteristics of corrective reading instruction
provided by classroom teacher
occurs at every grade level
meets a variety of needs
flexible groups organized
builds student responsibility for learning

20. Problem-solving activities necessitate
either a critical or creative reaction
children using author's ideas
convergent and divergent thinking skills

Teacher Leader Guide

Introduction

The role of the inservice leader is to promote the sharing of ideas among colleagues. With the focus on the improvement of reading instruction for all children represented on the ability spectrum, teachers together can surface ideas for skill development which reflect their individual strengths. Teachers are their own best resources as they analyze teaching strategies in order to find those which would complement their individual teaching styles. No one way will work for all.

A nucleus of interest may be the starting point for the instructional leader working with only several teachers. However, no beginning is too small; these key individuals will become a part of the multiplier effect in reaching others. Successful teaching can be "catching." Teachers exploring readiness activities on all levels may develop an idea book based on classroom applications. The concept is discussed, strategies are applied, and teachers share the results. Those who are not directly involved will become interested in sharing in this pool of knowledge.

Organizing inservice education at the individual school level is one of the most productive ways of improving reading instruction. Staff involvement is maximized, thereby increasing commitment. Meaningful improvements occur when inservice education relates directly to the daily teaching-learning situation and offers opportunities for immediate application of prescriptive instruction.

Consider the important aspects of the process of diagnostic inservice education. The components and the basic purpose to be served by each can be summarized as follows:

1. Identify needs
   see what the problems are
2. Set a goal
   tackle a specific problem
3. State objectives
   define goal in specific terms
4. Select instructional strategies
   consider resources
5. Evaluate results
   check to see that objectives, and ultimately the goal, are reached

In any successful inservice program, the linkage between the specific goals and objectives and the actual activity engaged in by participants will determine the success or failure of the program.

Planning for the Use of Teaching Early Reading

Identifying Teachers' Instructional Needs

Facilitating the determination of instructional needs is one of the most important parts of the inservice leader's role. These needs can be found in basically two places—in learners' problems and in instructional methods. Teachers may use the Self-Corrective Pretest in the booklet for several purposes: to ascertain a place to begin, to realize a direction for study, to expand on the question "why" and to establish a reason for continued study. The results of the Pretest provide the foundation for teacher grouping of those with similar areas requiring further problem analysis or competency development. As potential areas are identified, the group decides upon priorities.

Solutions to learners' problems can be found only if commitment is addressed to a critical instructional task.

Teachers may want to keep individual inservice folders with the first page being the Self-Corrective Pretest. Results could be written on a second page using the following suggested format.

INSTRUCTIONAL NEEDS		
CRITICAL	**IMPORTANT**	**DESIRABLE**
Sight vocabulary Recreational reading	Organizing information	Selecting print materials

In group analysis of problems, another effective technique in addition to the use of the pretest is brainstorming. This involves the rapid listing of problems without critique. If no problems are stated, mini-cases could be presented in order to prompt teachers' perceptions of children's needs. Simulations also lead to an active problem-stating session.

To assess general reading instruction, several questions must be raised:

1. Does reading spur children in the independent use of their intelligence, or is it a process of mastering stereotyped skills based upon mere drill and repetition?
2. Does reading give pupils insight into the meaning of what the author intended to say, or is it saying sounds and retrieving word-answer facts?
3. Are teaching strategies and print materials so varied that success is a reality for each child at each reading lesson?
4. Are children encouraged to be thinking readers? Are they encouraged and taught how to formulate mental pictures while they read?
5. Are pupils helped to use reading to discover more about life?

The best means of determining the success of reading instruction is not a single score on a standardized test, but finding whether children read for themselves. Are we as teachers working to make gains for children in reading mileage and to assure that each day their encounter with the printed word will be a satisfying, exciting language experience?

Specifying Inservice Objectives

Ongoing inservice education objectives are set by teachers' needs with regard to reading instruction. Ranked priorities are translated into statements which fully describe those things teachers have identified as critical areas for development.

Examples from **Teaching Early Reading**:

> To provide children with a wide range of readiness experiences tailored to nurture growth in diagnosed areas of weakness.
>
> To renew and bring into focus the meaning and teaching/learning implications of reading readiness.
>
> To use language experiences to teach children the application of word recognition skill.
>
> To use the directed reading lesson to guide children's comprehension.

It is important that objectives be extremely clear to assure that both the inservice leader and teachers have a mutual understanding of the direction of the inservice study. Writing objectives down and displaying them for all to see also enables the group to keep on course during the learning experiece and to know when the objective has been reached.

The instructional leader may want to prepare a set of objective cards which would encourage entry into **Teaching Early Reading.** After teachers identify a priority instructional need, cards would be arranged to find a match between need and objective. Teachers would then begin their study by turning to the corresponding section of **Teaching Early Reading.** If needs and objectives are taken seriously, it is intended that they will lead the group to **Teaching Early Reading** as an initial resource for inservice study.

OBJECTIVE CARDS

READINESS P. 13	WORD RECOGNITION P. 63	COMPREHENSION P. 92
VISUAL PERCEPTION P. 14	SIGHT VOCABULARY P. 75	VISUAL MEMORY/RECALL P. 35
AUDITORY DISCRIMINATION P. 25	LANGUAGE DEVELOPMENT P. 29	SEQUENCE P. 40
BODY MOVEMENT P. 42	APPRECIATING THE CHILD P. 51	KINDERGARTEN P. 59
CONTEXT ANALYSIS P. 69	PHONIC ANALYSIS P. 84	STRUCTURAL ANALYSIS P. 89
LOCATING INFORMATION P. 95	RECALLING INFORMATION P. 96	ORGANIZING INFORMATION P. 98
PREDICTING P. 99	CORRECTIVE READING P. 101	CRITICAL AND CREATIVE READING P. 109
RECREATIONAL READING P. 113	SEQUENCE OF A READING LESSON P. 129	SELECTING PRINT MATERIALS P. 140

Selecting Activities

The instructional leader arranges a sequence of activities that will lead to the accomplishment of the objective. Involving colleagues with sharing activities has been found to have the highest impact on behavior. Given the **Teaching Early Reading** material which addresses the objectives, it is the responsibility of the inservice leader to design ways of getting participants into the material according to their various competencies.

Below are some questions for matching activities with objectives:

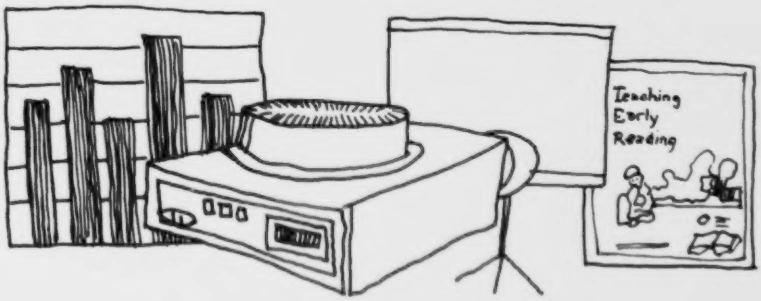
1. What main objective is the activity supposed to accomplish?
2. Under what conditions does the activity actually work successfully?
3. What desirable behaviors does the total focus of activity produce?
4. What part of the activity is fixed and what can be modified to fit a particular situation?

Initially, teachers meet together as a group to discuss an identified need. Through organized interaction they arrive at a common decision or a clearly defined disagreement. Following the sharing of information and analysis of alternatives, teachers may need to pursue specific problems through a variation of the total group discussion format. These would include buzz sessions, leaderless groups, and case analyses which are structured around real situations.

Within the structure of the group discussion, there are some basic activities which can serve as a resource for the instructional leader. Careful attention needs to be given to the differences in these activities. Each one is not necessarily an inservice format in itself; a series of similar activities or a combination of different activities carefully put together can result in an inservice program reaching specific objectives.

Presentations

Lecture, demonstration and observation are ways of bringing information to the group. Generally, they are appropriate for providing background content. This knowledge will be lasting only if there are follow-up activities which involve participants. Visual aids add to both the meaning and interest of the lecture and demonstration.



Interviewing

Interviewing, as an inservice education format encouraging the utilization of **Teaching Early Reading,** includes two basic activities. First, the personal interview or individual conference has implications for changing teacher behavior. Second, the group interview can be an efficient method of communicating the wide variety of ideas compiled in these inservice materials to a large group of participants.

The individual conference is an interaction activity basic to education. Usually the objective of this activity in terms of inservice education is to exchange information with another person in order to effect changes in either one or both persons' behavior. As the principal and/or supervisor team with the classroom teacher to plan for meeting student needs, **Teaching Early Reading** is a ready resource of suggestions that will improve instruction. Knowledge of the content of these materials will enable the principal/supervisor to offer specific assistance in a concrete way to the teacher who has identified a critical instructional need. In-hand materials provide immediate support for the teacher to initiate learning gains.

The group interview consists of a situation where one person interviews several others. This format is appropriate in problem-solving meetings because it allows several resource people to respond to the same concern in a structured manner. An example of a group interview is a report on the results of a number of buzz group sessions. Each buzz group sends a reporter to be interviewed by all of the participants.

A nucleus of a teaching staff may want to study some component of **Teaching Early Reading** in depth and expand upon the ideas presented.

Brainstorming

Brainstorming is an inservice activity which can be used for a variety of purposes, but it has essentially one objective: to allow ideas to surface. Special care is taken to avoid criticism, analysis, and discussion of ideas.

Arrangements for brainstorming include a group leader for small groups or a recorder and/or an assistant leader for large groups. While two or more people can brainstorm, this activity can be successful with groups as large as 60 or 70, provided that two or three leaders are available to receive ideas at the same time and to record them.

Buzz Session

In buzz sessions, a small group activity, temporary groups are formed to discuss a specific topic. This activity is characterized by a maximum of critical interaction and a minimum of structure. There is relatively high behavior change impact because the participant is active, contributing to the content, and making immediate voiced value judgments of other people's ideas. The intent of this activity is to focus on a specific topic in order to promote verbal interaction among participants.

The buzz group activity can change a meeting from a passive session to one which is action-oriented.

Gaming

Gaming is a technique which attempts to enable people to experience a process or feeling as they might in the actual situation. As teachers work through a practice constructed on the adult level, they are also acquiring skill and gathering information with regard to an instructional approach. This technique is a powerful motivational device.

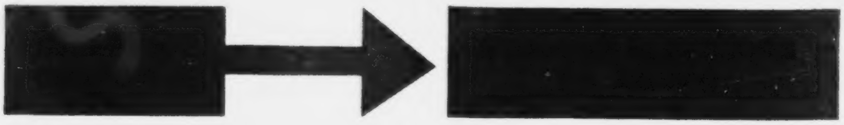
Follow-up activities are essential if this inservice technique is to be judged a success. In other words, did the gaming device encourage exploration of **Teaching Early Reading**? Was the teacher motivated to gain more information about the process which was experienced?

Evaluating Results

The success of any inservice effort is measured by learning gains. Therefore, the achievement of teacher-learning objectives can be observed in the corresponding reading behaviors of children.

Evaluation by objectives is the culmination of an inservice process—identifying needs, specifying objectives, and selecting learning activities to meet the objectives. This type of evaluation, as it occurs through post testing, makes it possible for participants to study again those sections of **Teaching Early Reading** on which further reinforcement is needed.

The methods involved in evaluation by objectives are active and flexible. As teachers make classroom application and return to the inservice group for a sharing of results, feedback is provided during the course of the inservice cycle.



To develop students' skill with sight vocabulary.

Orders a varying number of cards to make several different sentences.

Lengthens sentences by adding and inserting word cards.

Substitutes words to create new sentences.

Supplies words to match rebus cues.

Inserts word in closure activity using clues which include context, beginning sounds, number of blanks, and rebus cues.

Appendix

Glossary

Auditory discrimination	distinguishing between grossly different sounds to identifying the fine distinction of the sounds of words, parts of words and of letters
Context analysis	using the words and meanings surrounding an unknown word to determine the unknown element
Corrective program	requires diagnosis, goals, differentiated teaching materials, teaching time concentrated on a task, and learning time with integrated practice
Creative reading	new ideas are developed and extended from those presented by the author; requires divergent thinking activities
Critical reading	bringing together all facts, details, and generalizations for the purpose of evaluating the author's ideas; requires convergent thinking skills
Deductive phonics instruction	directed instruction which is explicit about sound-symbol relationships
Directionality	moving of the eyes from left to right
Inductive phonics instruction	systematically guides children to discovering sound properties through reading materials structured in such a way that specific lessons are used to help pupils form generalizations about sound-symbol relationships
Kinesthetic	reinforcing experiences originating with body movements
Language	the content of thinking, observing, speaking, reading and writing

Locating information	guiding children in the finding of facts and details that will alert their thinking to story possibilities
Organizing information	translating the printed message into a different form of communication (summarizing and paraphrasing)
Phonic analysis	all organized efforts to determine sound-symbol relationships
Predicting	anticipating content from a broad knowledge base of facts, details, and generalizations
Reading readiness	a state of being prepared in the use and understanding of language; evidencing social, emotional and physical maturity; ease in the use of language; and an eagerness and desire to find out what words in print say
Rebus	a representation of a word by a picture whose name resembles the intended word
Recalling information	remembering facts and details which are usually forgotten quickly and do not necessarily represent a depth of understanding
Sequence	the recognition of the order of events which is essential to gaining meaning
Sight vocabulary	basic kinds of words making up nearly half of the reading vocabulary, for example, picture referent words, action and structure words
Structural analysis	attention to units in words that blend with other word parts to facilitate more rapid recognition
Visual memory/recall	thinking mental pictures (images) and remembering them
Visual perception	seeing similarities and differences in form, size, color, detail and quantity

Sequence of a Reading Lesson

Objective:

To enable the teacher to plan and implement a lesson sequence which will utilize the language components of listening, speaking, reading, writing and thinking.

Instructional Concept:

Preparation for the reading lesson is necessary by both the teacher and the children. The lesson is recognized as a total language experience. Although the lesson includes basic steps, there is no consistent adherence to a fixed pattern. The procedure varies with the nature of the content, the purposes for reading, the skills to be emphasized, and the children who are the readers.

Suggested Teaching Strategy

I. Pre-teaching Preparation

The teacher-directed reading lesson begins with thorough preparation. Careful planning is an insurance policy for securing gains in reading for children. The teacher determines how interest will be stimulated and how meaning will be brought to the printed page; identifies vocabulary which will require development in terms of word recognition and meaning; plans how to adjust the lesson to meet individual differences, and provides for ways for the reading to be used. Considerations for ways to meet the represented reading differences include the nature and type of questions to be asked, determinations about the amount of content to be read, and the length of time needed for the reading. An objective is written and kept in mind for the lesson.

When the lesson is completed, it is viewed in retrospect to determine if the objective was met and how the outcomes structure the next lesson.

II. Pre-reading Preparation

Background—Time is devoted to developing background for the content to be read. Interest is stimulated through discussion of pictures, a known experience, explanations or thought-starting questions. The greater understanding children bring to the printed page, the more meaning they get from it.

Vocabulary Development—New words are printed on the chalkboard in phrases or short sentences. They are introduced in a verbal context. The children "read through" the word using appropriate word attack skills: phonetic parts and similarities, structural parts (root words and endings), configuration, and contextual clues. Context clues are checked phonetically. Following the initial presentation of the new vocabulary, the words are "fixed" by asking children to "find the word that tells" and by children using the words conversationally.

III. Silent Reading

The children read silently **first** to gain meaning, information or to solve a problem. Directed silent reading is guidance in comprehension.

This is a valuable time when the meeting of individual differences is furthered. Individual help is given with attacking a problem word and clarifying meaning. The teacher makes note of word recognition and comprehension difficulties for follow-up teaching.

Prior to reading, children are given purposes and reasons to read. Hence, they experience that reading is not word-saying but thought-getting.

Some reasons to read may be to:

- locate answers to a verbally stated question or ones which have been written on the board or on slips of paper.
- ask questions.
- find the best-liked, most interesting, or most exciting part and tell why.
- find out what happens next or to predict an ending.
- be able to recall the story in sequence.
- locate certain facts.
- be able to describe characters, places, or events.
- find out what characters said.
- compare the characters by similarity and difference with those in other stories.
- make simple generalizations. (Example: Peter Rabbit got into trouble because he did not obey Mother Rabbit.)
- follow directions.
- find out how something works.
- find out how to solve a problem.
  (Example: How will we take care of our baby ducks?)
- decide whether the story is true or make-believe.
- discuss the meaning.
- have a play, puppet show or pantomime.
- illustrate a picture.

IV. Response to Silent Reading

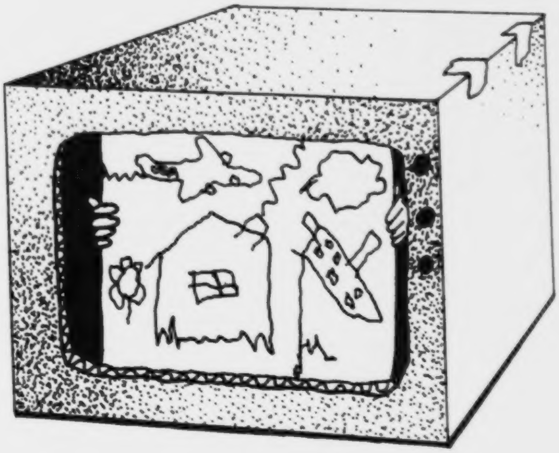
The children discuss what they have read, reacting to the meaning and the purpose or questions for which they have read.

V. Rereading

Rereading may be both silent or oral. Silent reading gives the opportunity to prove a point, clarify an idea, and recall. Oral reading may occur in relationship to understanding the meaning of the content and for enjoyment. Again, individual differences are recognized; a child is not asked to read aloud content with which he evidenced having difficulty during silent reading. The recognition of individual differences quickly eliminates the ineffectual page-by-page reading around the circle. Generally, the teacher participates in oral reading, for this model adds to the understanding of reading conversationally and conveys meaning.

Some oral reading responses may include reading:

- a favorite part of the content or about the characters, what they were like or said.
- what happened next.
- the part that tells whether something was true or make-believe.
- to answer a question.
- to compare.
- to locate facts which tell how something is done.
- to accompany a pantomime, child-made movie or puppet show.
- to broadcast the story using a cardboard box television set.



VI. Uses of Reading

The value of reading lies in its use. Meaningful related follow-up activities provide opportunities to apply the meaning of what has been read. This step involves a total language experience:

speaking—talking about the content, play acting, or retelling the story to a group that has not read it.

listening—to others reading or to tapes of the child's own oral reading.

writing—writing rebus stories, answers to questions, directions on how to make something, words and sentences that tell certain things, new words for shoebox word bank.

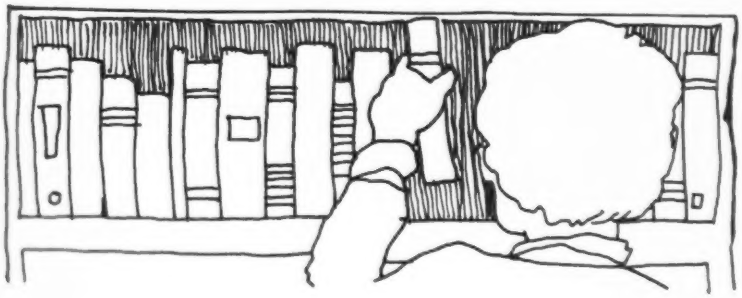
reading—reading the story to another child, for a play, or for a tape.

thinking—painting a picture to illustrate the meaning of the content, drawing an action strip to show sequence, drawing things in the story that were alike or different in the content, giving directions, telling how something worked.

Children acquire an independent use of the sequential approach to reading. They learn to look for background information in the pictures; to scan for new words to be helped with; to read silently; and then to share the content by reading from it or talking about it to another child. In other words, the sequence of the reading lesson models a way children can learn independently, as well.

Suggested Criterion Referenced Measurement

Given print material for a directed reading lesson, the teacher will plan a lesson which includes a full language approach adapted to meet individual differences.



Suggested Lesson Plan Format

Objective(s)	Pre-Teaching Preparation	Instructional Activities	Learning Materials	Evaluation
	[concepts, understandings, vocabulary to be developed]	[background preparation, purposes for silent reading, questions, use of silent oral reading, summary, application]		[evaluation of the objective; retrospective, diagnostic notation about individual learners]

Suggested Lesson Plan Format

Objective(s)	Pre-Teaching Preparation	Instructional Activities	Learning Materials	Evaluation
	(concepts, understandings, vocabulary to be developed)	(background preparation, purposes for silent reading, questions, use of silent oral reading, summary, application)		(evaluation of the objective; retrospective, diagnostic notation about individual learners)

Word Lists

A Basic Sight Vocabulary of 220 Words*

Since these 220 words make up from 50 percent to 75 percent of ordinary reading matter, they should be recognized instantly by all children.

List 1—easier

a
after
all
am
an
and
are
around
as
at
away

be
big
black
blue
brown
but
by
bunny

call
came
can
carry
cold
come

did
do
don't
down

eat

fast
find
fly
for
from

get
give
go
going
good
green

has
had
have
he
help
her
here
him
his

I
if

in
into
is
it
its

jump

know

like
little
look

made
make
may
me
my

no
not

of
old
on
one
out
over

play
put

ran
red
ride
round
run

said

saw
see
she
so
some
soon
stop

ten
the
this
three
to
too
two

under
up

was

we
went
what
who
will
with

yellow
yes
you
your

---

*Dolch List

A Basic Sight Vocabulary of 220 Words (continued)

List 2—More Difficult

about
again
always
any
ask
ate

because
been
before
best
better
both
bring
buy

clean
could
cut

does
done
draw
drink

eight
every

fall
far
first
five
found
four
full

gave
goes
got
grow

hold
hot
how
hurt

just

keep
kind

laugh
let
light
live
long

many
much
must
myself

never
new
now

off
once
only
open
or
our
own

pick

please
pretty
pull

read
right

say
seven
shall
show
sing
sit
six
sleep
small
start

take
tell
thank
that
their
them

then
there
these
they
think
those
today
together
try

upon
us
use

very

walk
want
warm
wash
well
were
when
where

which
white
why
wish
work
would
write

Fry's Instant Words*

Fry's list, which he has chosen to call the "Instant Words" because they should be recognized instantly, is divided into groups of 25 words for teaching facility. Several of the previously mentioned lists are divided into groups of 100 or more; but he felt that this was too large a group for the teacher to handle. This does not mean that 25 is an ideal lesson size—it might be much smaller and, in some cases of review, much larger. Perhaps it would have been best to divide the words into smaller groups or into serial order, but the way the words were presented in the scientific word counts did not permit this.

Several statements can be made as to the frequency values of the list of 600 Instant Words. The first part of the list is much more valuable and accurate than the latter part. That is, the first group of 25, the first 100 are more frequent than the second hundred; the first half (300 words) more frequent than the second half. There is high agreement on all the scientific word counts for the first part of the list.

Conversely, it is doubtful if the 23rd group of 25 words is much more frequently used than the 24th group or even that some of these words should be included in a list of the 600 most common English words. But Fry does suggest that almost all the words on this list, including the words in group 24 (the last group of 25 words) appear in either the Thorndike-Lorge first 500 or Rinsland's First 600, and usually on several other lists also.

This list of 600 Instant Words is particularly valuable for remedial reading because of the editing, combining, grouping, and supplementary studies used.

INSTANT WORDS

First Hundred

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
1.	the	he	go	who
2.	a	I	see	an
3.	is	they	then	their
4.	you	one	us	she
5.	to	good	no	new
6.	and	me	him	said
7.	we	about	by	did
8.	that	had	was	boy
9.	in	if	some	three
10.	not	some	get	down
11.	for	up	or	work
12.	at	her	two	put
13.	with	do	man	were
14.	it	when	little	before
15.	on	so	has	just
16.	can	my	them	long

---

*Fry, Edward. Taken from Elementary English, 34 (November 1957), pp. 456-458, by permission of the author and the National Council of Teachers of English

17.	will	very	how	here
18.	are	all	like	other
19.	of	would	our	old
20.	this	any	what	take
21.	your	been	know	eat
22.	as	out	make	again
23.	but	there	which	give
24.	be	from	much	after
25.	have	day	his	many

Second Hundred

	GROUP 5	GROUP 6	GROUP 7	GROUP 8
1.	saw	big	may	ran
2.	home	where	let	five
3.	soon	am	use	read
4.	stand	ball	these	over
5.	box	morning	right	such
6.	upon	live	present	way
7.	first	four	tell	too
8.	came	last	next	shall
9.	girl	color	please	own
10.	house	away	leave	most
11.	find	red	hand	sure
12.	because	friend	more	thing
13.	made	pretty	why	only
14.	could	eat	better	near
15.	book	want	under	than
16.	look	year	while	open
17.	mother	white	should	kind
18.	run	got	never	must
19.	school	play	each	high
20.	people	found	best	far
21.	night	left	another	both
22.	into	men	seem	end
23.	say	bring	tree	also
24.	think	wish	name	until
25.	back	black	dear	call

Third Hundred

	GROUP 9	GROUP 10	GROUP 11	GROUP 12
1.	ask	hat	off	fire
2.	small	car	sister	ten
3.	yellow	write	happy	order
4.	show	try	once	part
5.	goes	myself	didn't	early
6.	clean	longer	set	fat

7.	buy	those	round	third
8.	thank	hold	dress	same
9.	sleep	full	fall	love
10.	letter	carry	wash	hear
11.	jump	eight	start	yesterday
12.	help	sing	always	eyes
13.	fly	warm	anything	door
14.	don't	sit	around	clothes
15.	fast	dog	close	though
16.	cold	ride	walk	o'clock
17.	today	hot	money	second
18.	does	grow	turn	water
19.	face	cut	might	won
20.	green	seven	hard	took
21.	every	woman	along	pair
22.	brown	funny	bed	now
23.	coat	yes	fine	keep
24.	six	ate	sat	head
25.	gave	stop	hope	food

Fourth Hundred

	GROUP 13	GROUP 14	GROUP 15	GROUP 16
1.	told	time	word	wear
2.	Miss	yet	almost	Mr.
3.	father	true	thought	side
4.	children	above	send	poor
5.	land	still	receive	lost
6.	interest	meet	pay	outside
7.	government	since	nothing	wind
8.	feet	number	need	Mrs.
9.	garden	state	mean	learn
10.	done	matter	late	held
11.	country	line	half	front
12.	different	remember	fight	built
13.	bad	large	enough	family
14.	across	few	feel	began
15.	yard	hit	during	air
16.	winter	cover	gone	young
17.	table	window	hundred	ago
18.	story	even	week	world
19.	sometimes	city	between	airplane
20.	I'm	together	change	without
21.	tried	sun	being	kill
22.	horse	life	care	ready
23.	something	street	answer	stay
24.	brought	party	course	won't
25.	shoes	suit	against	paper

Fifth Hundred

	GROUP 17	GROUP 18	GROUP 19	GROUP 20
1.	hour	grade	egg	spell
2.	glad	brother	ground	beautiful
3.	follow	remain	afternoon	sick
4.	company	mild	feed	became
5.	believe	several	boat	cry
6.	begin	war	plan	finish
7.	mind	able	question	catch
8.	pass	charge	fish	floor
9.	reach	either	return	stick
10.	month	less	sir	great
11.	point	train	fell	guess
12.	rest	cost	hill	bridge
13.	sent	evening	wood	church
14.	talk	note	add	lady
15.	went	past	ice	tomorrow
16.	bank	room	chair	snow
17.	ship	flew	watch	whom
18.	business	office	alone	women
19.	whole	cow	low	among
20.	short	visit	arm	road
21.	certain	wait	dinner	farm
22.	fair	teacher	hair	cousin
23.	reason	spring	service	bread
24.	summer	picture	class	wrong
25.	fill	bird	quite	age

Sixth Hundred

	GROUP 21	GROUP 22	GROUP 23	GROUP 24
1.	become	herself	demand	aunt
2.	body	idea	however	system
3.	chance	drop	figure	lie
4.	act	river	case	cause
5.	die	smile	increase	marry
6.	real	son	enjoy	possible
7.	speak	bat	rather	supply
8.	already	fact	sound	thousand
9.	doctor	sort	eleven	pen
10.	step	king	music	condition
11.	itself	dark	human	perhaps
12.	nine	themselves	court	produce
13.	baby	whose	force	twelve
14.	minute	study	plant	rode
15.	ring	fear	suppose	uncle
16.	wrote	move	law	labor

17.	happen	stood	husband	public
18.	appear	himself	moment	consider
19.	heart	strong	person	thus
20.	swim	knew	result	least
21.	felt	often	continue	power
22.	fourth	toward	price	mark
23.	I'll	wonder	serve	president
24.	kept	twenty	national	voice
25.	wall	important	wife	whether

Bibliography

Dale, Edgar, *Bibliography of Vocabulary Studies*. Ohio State University, Columbus; 1949.

Dolch, Edward W., *The 2000 Commonest Words for Spelling*. Garrard Press, Champaign, Illinois; 1955.

Faucett, Lawrence, *A Study of English Word Values*. M. Sanshade, Tokyo; 1932. (Contains a ranking by groups of the commonest words as determined by Horn & Thorndike lists.)

Fitzgerald, James A., *A Basic Sight Spelling Vocabulary*. Milwaukee: Bruce Publishing Company; 1951.

Rinsland, Henry D., *A Basic Vocabulary of Elementary School Children*. New York: The Macmillan Company; 1945.

Thorndike, Edward L. and Irving Lorge, *The Teachers' Word Book of 30,000 Words*. New York: Bureau of Publications, Teachers College, Columbia University, 1944.

How to Select Print Materials

Objective:

To enable the teacher to use a standardized, objective approach in analyzing varied basic series of print materials in order to select appropriate sources for a particular group of children.

Instructional Concept:

Two essential guidelines are used to select a basic reading series to serve as a foundation for language/reading instruction:

(1) the evaluation of the instructional strategies in terms of their relationship to the district's reading course of study;

(2) the evidence of the suitability of the print material for the reading levels and interests of the children involved.

The following evaluation guideline might be used by a textbook adoption committee to foster the best print selection possible or by the individual teacher who wishes to determine strengths and weaknesses of a particular text.

Evaluation Guideline

I Total Reading Series

1. Is the authorship representative of authority in reading?
2. Is the authorship knowledgeable concerning the learning needs and abilities of the age group to be taught?
3. Are the goals governing the development of the material clearly stated?
4. Are the goals reflected in the materials?
5. Do the contents reflect a variety of presentations to interest a wide range of pupils?
6. Does the content reflect the pluralistic character and culture of the American people?
7. Do the illustrations relate to the meaning of the content?
8. Do the illustrations show a variety of quality art styles and techniques?
9. Are the photographs and other graphics appropriate and accurate?
10. Is the cover attractive?
11. Is the book easily handled?
12. Is the binding durable?
13. Is the type clear and easily read?
14. Is the page layout attractive?
15. Is the information current?
16. Are the skills taught sequentially?
17. Is adequate opportunity given to aid development of learning at different rates and levels?
18. Is an adequate amount of time and material devoted to a variety of forms of reinforcement following the introduction of a new concept or skill?
19. Are suggestions provided regarding total staff inservice?

20. Will the book company provide inservice assistance and consultive support?

21. Does the total series support the philosophy of the school district?

II Children's Materials

1. Does the text evaluate the pupil's ongoing progress?
2. Does the text appeal to a wide range of interest and stimulate curiosity?
3. Does the child have an opportunity for the reinforcement of each new concept or skill as it is presented?
4. Is the vocabulary presented in a systematic manner?
5. Does the vocabulary reflect the current language patterns of the learners?
6. Does the text provide for prereading study of key concepts and post reading reinforcement?
7. Does the text encourage the development of comprehension and study skills?
8. Does the text present opportunities for different degrees of comprehension (locate, recall, organize, predict)?
9. Does the text allow for pupil practice with the skills of locating and using information?
10. Does the text provide the opportunity to relate the content to personal and social values?
11. Does the text stimulate learner creativity and imagination?
12. Is the text flexible?
13. Do the activities provide adequate developmental and practice activities for learners at a variety of levels?
14. Are evaluation measures provided to accompany the text?
15. Are pupil self-evaluation materials available?
16. Does the text support and reinforce the development of skills as stated in the school district course of study for each level?

III Teacher's Edition

1. Is the teacher's edition easy to handle?
   - a. Are pages from the child's edition supplied?
   - b. Are the teaching plans clear and well organized?
   - c. Are the objectives well stated?
   - d. Are the uses of supplementary materials clearly presented?
   - e. Are suggestions provided for adapting lessons to various levels?

   f. Is background information provided?

   g. Are suggestions for creative activities provided?

2. Does the teacher's edition encourage flexibility?
3. Does the teacher's edition provide questions requiring different degrees of comprehension (locate, recall, organize, predict)?
4. Does the teacher's edition encourage the application of knowledge to other areas?
5. Are key concepts and key vocabulary clearly presented in the teacher's edition?
6. Does the teacher's edition contain tests for ongoing evaluation?
7. Does the teacher's edition contain a bibliography for learner use as well as one for teacher growth?
8. Are suggestions provided for the teacher to relate the content to a selection of library books on various reading levels?

IV Supplementary Materials

1. Do the materials provide opportunities for students to apply knowledge beyond the texts?
2. Do the materials promote further understanding of other areas?
3. Do the materials provide for review and maintenance of concepts and skills?
4. Do the materials provide the opportunity for the teacher to supply necessary experiences before the lesson is taught?
5. Are materials constructed so that students can work independently or in teams?
6. Are tapes, filmstrips and movies concerned with the meaningful development of the concepts and skills being taught?
7. Do all supplementary materials have a teacher's guide to aid the sequential skill and concept development?

These guidelines will help provide the framework for assessment of materials. Additional thought must be given to the actual content of the lessons and the specific needs of the students.

Suggested Criterion Referenced Measurement

Given available print materials, the teacher will use standardized criteria to assess the pupil's text, teacher's edition, and supplementary materials.

Bibliography

Artley, A. Sterl, "Oral Reading as a Communication Process," *The Reading Teacher*, Vol. 26 (October 1972) pp. 46-51.

Bailey, M. H., "The Utility of Phonic Generalizations in Grades One Through Six," *The Reading Teacher*, Vol. 20 (February 1967) pp. 413-418.

Balyeat, Ralph and Douglas Norman, "LEA—Cloze—Comprehension Test," *The Reading Teacher*, Vol. 28 (March 1975) pp. 555-560.

Betts, Emmett A., *Foundation of Reading Instruction*, (American Book Company, 1954).

Binder, Lucia, "Evaluation of Progress in Spare-Time Reading," in *New Horizons in Reading*, John E. Merritt (ed.) (International Reading Association, 1976).

Botel, Morton, *Forming and Re-Forming the Reading/Language Arts Curriculum* (Curriculum Development Associates, 1975).

Boyan, Catherine S., "Critical Reading: What Is It? Where Is It?" *The Reading Teacher*, Vol. 25 (March 1972) pp. 517-522.

Burmeister, Lou E., "Vowel Pairs," *The Reading Teacher*, Vol. 21 (February 1968) pp. 445-452.

Burrows, A. and Z. Lourie, "When Two Vowels Go Walking," *The Reading Teacher*, Vol. 17 (November 1963) pp. 79-82.

Clymer, Theodore, "What Is Reading? Some Current Concepts" in H. M. Robinson (ed.) *Innovation and Change in Reading Instruction, The Sixty-seventh Yearbook of the National Society for the Study of Education* (University of Chicago Press, 1968) pp. 18-23.

Cohen, Dorothy H., "The Effect of Literature on Vocabulary and Reading Achievement," *Elementary English* (February 1968) pp. 209-213.

Compensatory Education and Early Adolescence: Reviewing Our National Strategy, Stanford Research Institute, 1975.

Cramer, Ronald L., "Reading to Children: Why and How," *The Reading Teacher*, Vol. 28 (February 1975) pp. 460-463.

Davis, Larry Nolan and Earl McCallon, *Planning, Conducting, Evaluating Workshops* (Learning Concepts, 1975).

Dawson, Mildred A. and Henry A. Bamman, *Fundamentals of Basic Reading Instruction* (David McKay, 1963).

Duquette, Raymond J., "A Creative Activity for Reluctant Third Grade Readers," *The Reading Teacher*, Vol. 26 (November 1972) pp. 142-144.

Durkin, Dolores, *Teaching Young Children to Read* (Allyn and Bacon, 1976).

__________, "The Little Things Make a Difference," *The Reading Teacher*, Vol. 28 (February 1975) pp. 473-477.

Ekwall, Eldon E., *Locating and Correcting Reading Difficulties* (Charles E. Merrill, 1970).

Elementary Physical Education Is Psychomotor, Cognitive, and Affective Learning, (The Ohio Advisory Council for Physical Education, 1975).

Elliot, Ian, "Motivation: What? Why? How?" *Grade Teacher*, Vol. 89 (1971) pp. 94-96.

Emans, Robert, "Teacher Evaluations of Reading Skills and Individualized Reading," *The Elementary English Reviews*, Vol. 42 (1965) pp. 258-260.

Gallant, Ruth, *Handbook in Corrective Reading: Basic Tasks* (Charles E. Merrill, 1970).

Greer, Margaret, "Affective Growth Through Reading," *The Reading Teacher*, Vol. 25 (January 1972) pp. 336-341.

Grundin, Hans U., "Evaluating Competence in Functional Reading,"in *New Horizons in Reading*, John E. Merritt (ed.) (International Reading Association, 1976).

Guszak, Frank J., *Diagnostic Reading Instruction in the Elementary School* (Harper and Row, 1972).

Harris, Albert J., *How to Increase Reading Ability* (David McKay, 1970).

Henderson, Edmund H., "Group Instruction in a Language-Experience Approach," *The Reading Teacher*, Vol. 26 (March 1973) pp. 589-597.

Herr, Selma E., *Learning Activities for Reading* (William C. Brown, 1970).

Hunt, Lyman C., "The Effect of Self-Selection, Interest, and Motivation Upon Independent, Instructional, and Frustrational Levels," *The Reading Teacher*, Vol. 24 (November 1970) pp. 146-151.

Johns, Jerry L. and Linda Lunt, "Motivating Reading: Professional Ideas," *The Reading Teacher*, Vol. 28 (April 1975) pp. 617-619.

Karlin, Robert, *Teaching Elementary Reading: Principles and Strategies* (Harcourt Brace Jovanovich, 1971).

Kennedy, Eddie C., *Methods in Teaching Developmental Reading* (Peacock, 1974).

Kephart, Newel C. and Clara M. Chaney, *Motoric Aids to Perceptual Training* (Charles E. Merrill, 1968).

Labuda, Michael (ed.), *Creative Reading for Gifted Learners: A Design for Excellence* (International Reading Association, 1974).

Lanier, Ruby Jeanne and Anita Price Davis, "Developing Comprehension Through Teacher-Made Questions," *The Reading Teacher,* Vol. 26 (November 1972) pp. 153-157.

LaPray, Margaret, *Teaching Children to Become Independent Readers* (The Center for Applied Research in Education, 1972).

Lee, Doris M. and R. V. Allen, *Learning to Read Through Experience* (Appleton-Century-Crofts, 1963).

Lichtman, Marilyn, "Keys to a Successful Reading Program," *The Reading Teacher,* Vol. 24 (April 1971) pp. 652-658.

Lowry, Heath W. (ed.), *Early Reading Experiences for Young Children: A Book of Selected Reading for Students, Interns, and Teachers* (MSS Information Corporation, 1974).

Mattleman, Marciene S., "Building Reading Vocabulary: A Treat, Not a Treatment," *The Reading Teacher,* Vol. 27 (October 1973) pp. 51-53.

McCracken, R., "Do We Want Real Readers?" *Journal of Reading,* Vol. 12 (1969) pp. 446-448.

McCullough, Constance, "Recognition of Context Clues in Reading," *The Elementary English Review,* Vol. 22 (1955) pp. 1-5.

McDonell, Gloria M., "Relating Language to Early Reading Experiences," *The Reading Teacher,* Vol. 28 (February 1975) pp. 438-444.

Mork, Theodore A., "Sustained Silent Reading in the Classroom," *The Reading Teacher,* Vol. 25 (February 1972) pp. 438-441.

Myers, Elizabeth, Helen H. Ball, and Marjorie Crutchfield, *The Kindergarten Teacher's Handbook* (Gramercy Press, 1973).

Noland, Ronald G. and Lynda H. Craft, "Methods to Motivate the Reluctant Reader," *Journal of Reading,* Vol. 19 (February 1976) pp. 387-391.

Otto, Wayne and Laurence Erickson, *Inservice Education to Improve Reading Instruction* (International Reading Association, 1973).

Quandt, Ivan, "Investing in Word Banks—A Practice for Any Approach," *The Reading Teacher*, Vol. 27 (November 1973) pp. 171-173.

__________________, *Self-Concept and Reading* (International Reading Association, 1971).

Roeder, Harold H. and Nancy Lee, "Twenty-five Teacher-Tested Ways to Encourage Voluntary Reading," *The Reading Teacher*, Vol. 27 (October 1973) pp. 48-50.

Russell, David H. and Etta E. Karp, *Reading Aids Through the Grades* (Teachers College Press, 1969).

Rutherford, William L., "Five Steps to Effective Reading Instruction," *The Reading Teacher*, Vol. 24 (February 1971) pp. 416-421.

Sanders, N., *Classroom Questions: What Kinds?* (Harper and Row, 1966).

Schubert, Delwyn G., "The Role of Interest and Motivation in the Reading Process" in *Views on Elementary Reading Instruction*, Thomas C. Barrett and Dale D. Johnson (eds.) (International Reading Association, 1973).

Seymour, Dorothy Z., "Word Division for Decoding," *The Reading Teacher*, Vol. 27 (December 1973) pp. 275-283.

Shankman, Florence, *Games and Activities to Reinforce Reading Skills* (MMS Information Corporation, 1972).

Smith, Carl B., *Treating Reading Difficulties: The Role of the Principal, Teacher, Specialist, Administrator* (U.S. Department of HEW, Office of Education).

________________, Barbara Carter, and Gloria Dapper, *Correcting Reading Problems in the Classroom* (U.S. Department of HEW, Office of Education).

Smith, Helen K., "Evaluating Progress in Recreational Reading," in *New Horizons in Reading*, John E. Merritt (ed.) (International Reading Association, 1976).

Sullivan, Joanna, "Liberating Children to Creative Reading," *The Reading Teacher*, Vol. 25 (April 1972) pp. 639-642.

______________, "Receptive and Critical Reading Develops at All Levels," *The Reading Teacher*, Vol. 27 (May 1974) pp. 796-800.

Timian, Janis E. and Richard P. Santeusanio, "Context Clues: An Informal Inventory," *The Reading Teacher,* Vol. 27 (April 1974) pp. 706-709.

Tinker, Miles A., *Preparing Your Child for Reading* (Holt, Rinehart and Winston, 1971).

Wallen, Carl J., "Independent Activities: A Necessity, Not a Frill," *The Reading Teacher,* Vol. 27 (December 1973) pp. 257-262.

Wilson, Robert M., *Diagnostic and Remedial Reading for Classroom and Clinic* (Charles E. Merrill, 1972).

Wolpert, Edward M., "Length, Imagery, Values and Word Recognition," *The Reading Teacher,* Vol. 26 (November 1972) pp. 180-186.

Zeitz, Pearl, "Reading—The Name of the Game," *The Reading Teacher,* Vol. 28 (March 1975) pp. 545-549.

Competency Criteria

Effective instruction unites all of the components of language development in the teaching/learning process. The following characteristics may serve as self-appraisal guidelines.

Children are enabled to develop the skill of reading and the desire to read, for my teaching procedures include:

__________ Stimulating the desire to read by reading to children every day.

__________ Arranging daily opportunities for children to use language in meaningful, planned experiences.

__________ Varying teaching strategies and print materials so that success is a reality for each child at each reading lesson.

__________ Collecting valid information which serves to guide my planning for varied learning experiences that build upon the child's strengths and interests while improving identified weaknesses.

__________ Observing daily learning, administering preventive strategies, detecting problems in their early stages, and providing the needed correction.

__________ Giving pupils the opportunity to be individuals within a group so that they may experience success and develop their feelings of self-worth.

__________ Nurturing the relationship between speaking, writing and reading through the use of language experiences such as chart stories.

__________ Making pupils aware of their vocabulary and its syntax through manipulative activities in language construction.

__________ Teaching the use of phonic skills in an integrated way as consonants and vowels are introduced together.

__________ Combining phonic analysis with structural analysis to make it possible for word recognition to occur more rapidly.

__________ Guiding the comprehension of children through the directed reading lesson, which includes: activities that involve visual sequence and recall of the order of content; learning experiences that move from the concrete to the abstract, and problem-solving questions that necessitate assimilation of the author's ideas.

__________ Facilitating student response to reading by focusing on children's thinking, emotions, and imagination in such a way that appreciation and enjoyment are maintained.

The Division of Educational Redesign and Renewal, the State Department Inservice Center

- Interfaces inservice education with curriculum development.
- Prepares and distributes inservice resources relating to various school subjects to all Ohio's schools.
- Uses a product-oriented, teacher-centered approach to staff development.
- Coordinates The Ohio Right To Read/Reading Improvement Program.

Direct requests for inservice publications or consultant services to The Division of Educational Redesign and Renewal, Room 1004, The Ohio Departments Building, 65 South Front Street, Columbus, Ohio 43215 (614)-466-2979.